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ABSTRACT

This report covers the findings and recommendations of the Workshop on the admission and academic placement of students from selected sub-Saharan countries. The workshop was held in Ghana, Togo, and Nigeria from July 19 to August 10, 1973. The report has been subdivided into five major areas: West Africa; English speaking Africa; West and Central Africa; French speaking Africa; East Africa; and Central and Southern Africa. Each section includes a typology for general reference, country reports, placement recommendations, a bibliography, and sample credentials. A final section is included as the English language Proficiency report. (MJM)

ED 096923

The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries

A WORKSHOP REPORT

JULY-AUGUST, 1973

BOTSWANA
ETHIOPIA
THE GAMBIA
GHANA
IVORY COAST
KENYA
LESOTHO
LIBERIA
MALAWI
MALI
NIGERIA
SENEGAL
SIERRA LEONE
SWAZILAND
TANZANIA
TOGO
UGANDA
ZAIRE
ZAMBIA

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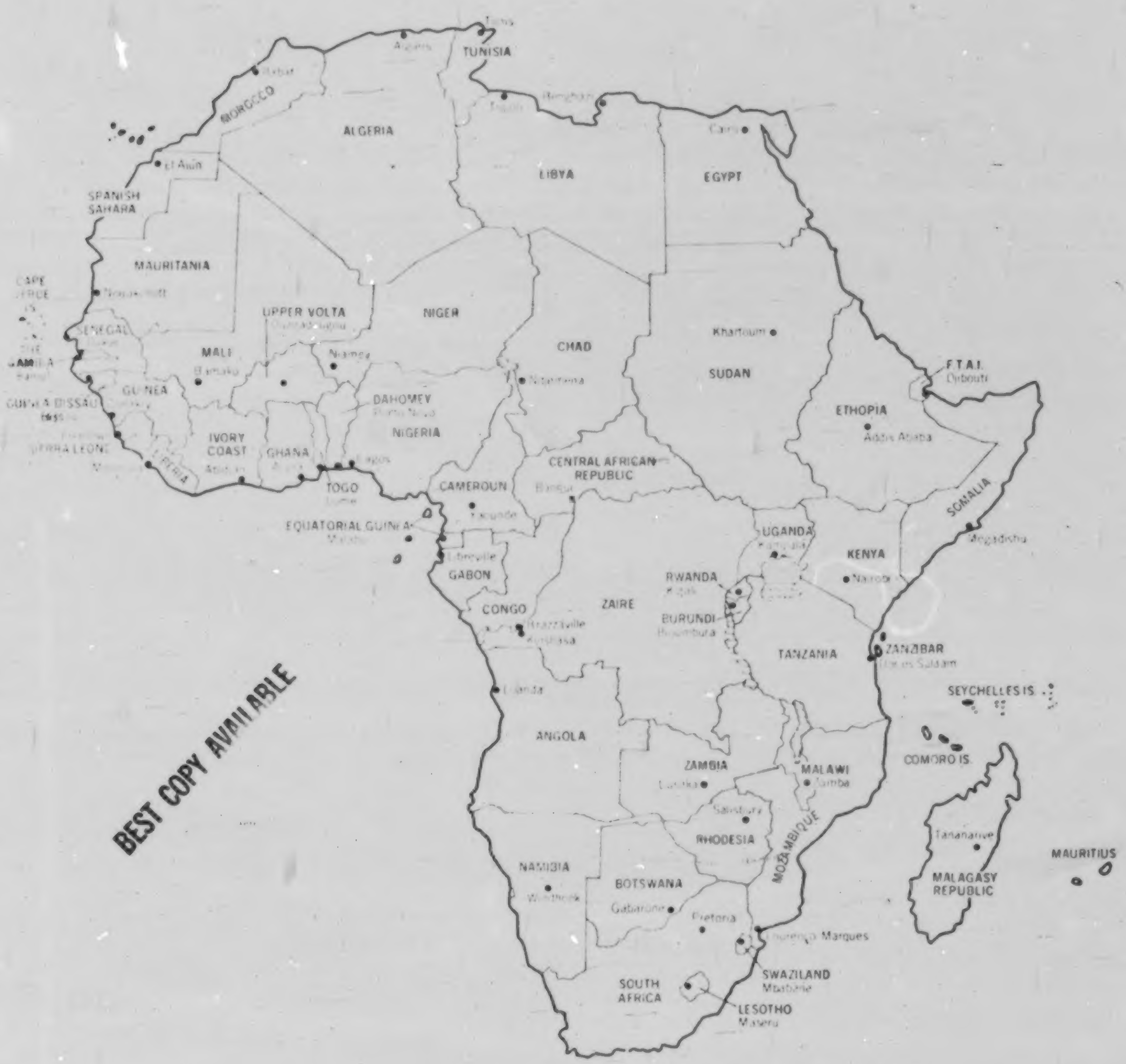
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MAURITANIA
CAPE VERDE IS.
Nouakchott
SENEGAL
Dakar
THE GAMBIA
Banjul
UPPER VOLTA
Ouagadougou
NIGER
Niamey
MALI
Bamako
CHAD
Ndjamena
Khartoum
SUDAN
F.T.A.I.
Djibouti
GUINEA
Conakry
GUINEA BISSAU
Bissau
SIERRA LEONE
Freetown
LIBERIA
Monrovia
IVORY COAST
Abidjan
GHANA
Accra
TOGO
Lome
DAHOMEY
Porto Novo
NIGERIA
Lagos
ETHIOPIA
Addis Ababa
CENTRAL AFRICAN REPUBLIC
Bangui
CAMEROUN
Yaounde
EQUATORIAL GUINEA
Malabo
Libreville
GABON
SOMALIA
Mogadishu
UGANDA
Kampala
KENYA
Nairobi
RWANDA
Kigali
BURUNDI
Bujumbura
CONGO
Brazzaville
Kinshasa
ZAIRE
TANZANIA
ZANZIBAR
Dar es Salaam
SEYCHELLES IS.
Luanda
ANGOLA
COMORO IS.
ZAMBIA
Lusaka
MALAWI
Zomba
Salisbury
RHODESIA
MOZAMBIQUE
Tananarive
MAURITIUS
MALAGASY REPUBLIC
NAMIBIA
Windhoek
BOTSWANA
Gaberone
Pretoria
Lourenco Marques
SWAZILAND
Mbabane
SOUTH AFRICA
LESOTHO
Maseru

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	Population	*Growth Rate 1965-1970*	*Population Density*	*Area*
Northern Africa	42,616,000	3.3%	7/km^2	5,751,930
Western Africa	104,538,000	2.3%	16/km^2	6,415,401
Central Africa	58,728,000	2.4%	6/km^2	8,652,031
Eastern Africa	82,742,000	2.2%	18/km^2	4,293,649
Southern Africa	58,882,000	2.8%	10/km^2	5,322,214
Africa Total	344,000,000	2.6%	11/km^2	30,435,000
World Total	3,362,000,000	2.0%	27/km^2	135,781,000

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PREFACE

This report covers the findings and recommendations of the Workshop on the admission and academic placement of students from selected sub-Saharan countries. The workshop was held in Ghana, Togo, and Nigeria from July 19 to August 10, 1973, sponsored by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for Foreign Student Affairs (NAFSA). Seven previous workshops have been held covering Latin America, Asia and the Pacific, Germany, and the Carribean.

The workshop consisted of twenty three participants and three observers from the United States of America and Canada, thus representing a diversity in institutional affiliation and geographical representation. All, in their various capacities, are involved in the counseling and/or admission of students from African states. Some of the participants had extensive professional and/or travel experience in Africa prior to the workshop. The workshop was privileged, in addition, to have representatives of some major sponsoring agencies -- the Agency for International Development, the Rockefeller Foundation, and the Canadian International Development Agency. Workshop participants were subdivided into work groups with specific country or regional responsibilities.

The objectives of the workshop were ambitious - to cover as many educational structures as possible in sub-Saharan Africa. Needless to say, not every country could be included due to funding and time limitations. Priority in the selection of countries to be studied was assigned to countries having large student populations at North American institutions. However, an attempt was also made to provide up-to-date data on certain countries about which little is known in terms of educational structure and credentials. In total, 19 country reports were included in this report reflecting analysis and review by the workshop group.

The format of this workshop differed to some extent from some previous ones. There was no provision for the use of U.S. resource persons who would travel in advance of the conference to the respective countries. Participants responsible for areas other than the three countries visited by all workshop members did not have the opportunity to visit their areas. Thus access to information and extensive contact with educators from all African countries selected was uneven. To compensate for these limitations, priority was given to inviting, as guests, prominent educational officials from Government and University circles. In addition, local hosts and colleagues in Ghana, Togo, and Nigeria contributed substantially to the workshop deliberations and activities. Special acknowledgement must be made of the tremendous and invaluable assistance given by the African guests, whose names are listed in Appendix A. Without their sincere and sympathetic collaboration the task would have been extremely difficult, if not impossible.

Education in African countries, as will be noted by the contents of this report, is in the continual process of restructuring and rethinking. Inherited colonial structures -- whether British, French, Belgian, or American -- are increasingly being put to a test to determine whether the philosophy and structure correspond to relevant national and cultural criteria. One must therefore anticipate that modifications of the present educational structures will be made in many countries.

This report has been sub-divided into five major sections: West Africa: Anglophone; West and Central Africa: Francophone; East Africa; Central and Southern Africa. The terms anglophone and francophone refer to English and French speaking areas respectively. Each section includes a typology for general reference, country reports, placement recommendations, a bibliography, and sample credentials. An attempt has been made to follow a consistent format insofar as possible, given the information available. A final section is included as the English Language Proficiency Report. After much discussion of this issue by workshop participants it was decided to present recommendations separately, rather than with the placement recommendations.

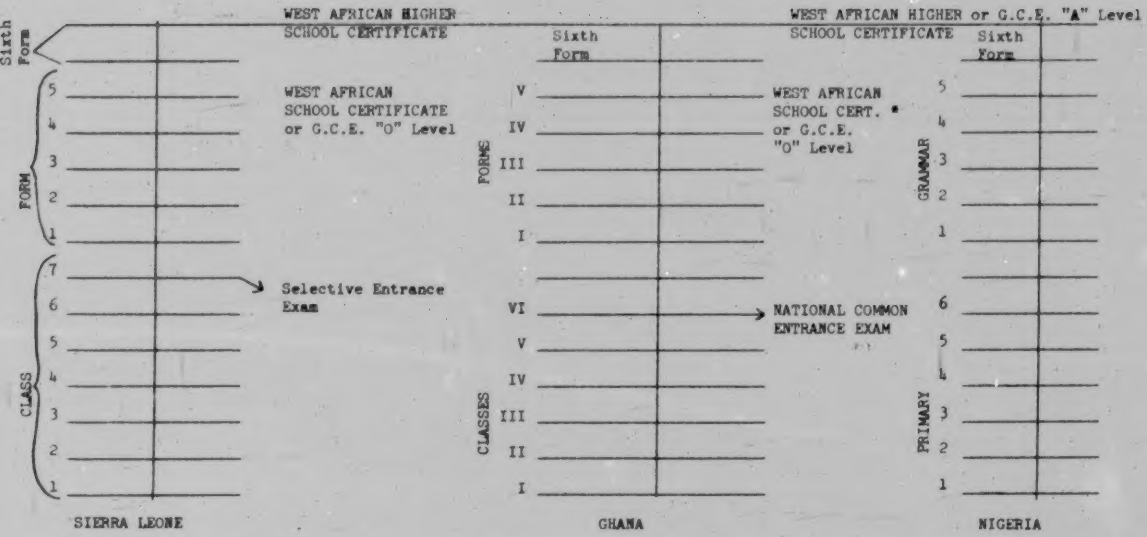
As in previous workshops the placement recommendations are offered as general guidelines to be used entirely at the discretion of admission officers, and as consistent with institutional policy and requirements. They represent the consensus of the workshop group, although not necessarily the unanimity. It will be noted that there has been no reference to common standardized tests such as the Graduate Record Examination (GRE), The Admission Test for Graduate Study in Business (ATGSB), The Scholastic Aptitude Test (SAT), etc.

It was the consensus of the participants that due to a number of variables, some of which are identified in the discussion of English language proficiency tests, these tests may not be the best indicator of academic competence, and if required, should be used along with other credentials submitted.

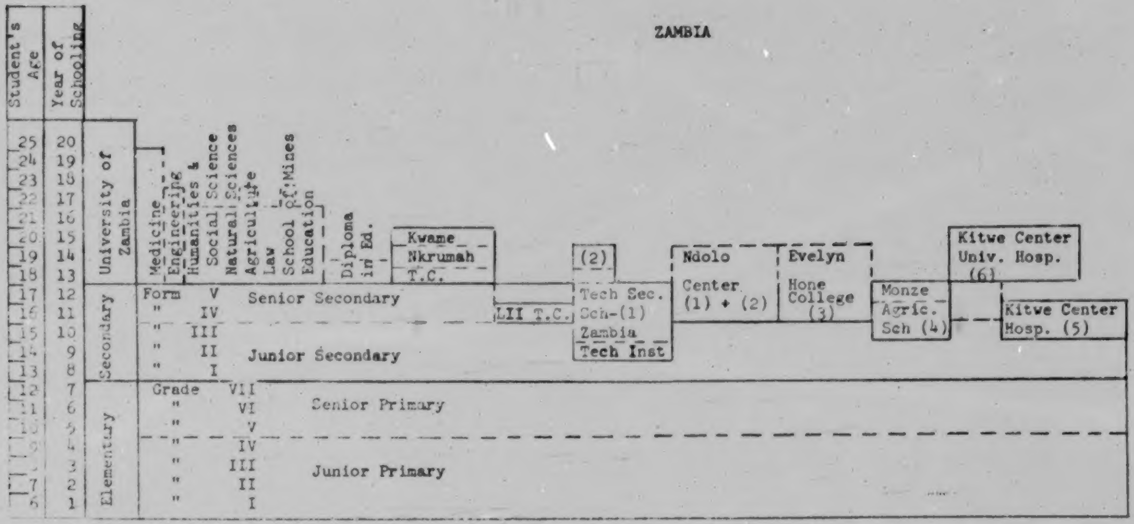
On behalf of the Workshop Director, Mr. Stan Berry, the Joint Committee on Workshops (AACRAO/NAFSA), and the workshop participants, we wish to express our great appreciation to those who made this workshop possible. Without assistance from a number of interested groups and institutions, the funding requirements of a conference of this nature would not have been met. The contributors included: The African Scholarship Program of American Universities (ASPAU); the African-American Institute (AAI); the College Entrance Examination Board (CEEB); the Agency for International Development (AID); The U.S. Department of State-Bureau of Educational and Cultural Affairs, Office of Youth, Student, and Special Programs (CU/YSS), and the Office of African Programs (CU/AF) ; the Rockefeller Foundation; and the International Education Research Foundation.

Finally, we wish to give credit and recognition to our guests and local hosts which included the Association of African Universities (AAU), the West African Examinations Council (WAEC), the University of Bénin, and the Universities to which we travelled, where various university officials went out of their way to make our stay enjoyable and profitable. It is our hope that they also obtained useful insights into the American educational structures as we attempted to gather better perspectives on educational developments in their countries.

Cynthia Wise
Report Editor
Assistant Workshop Director


WEST AFRICAN HIGHER SCHOOL CERTIFICATE
Sixth Form
FORM 5 4 3 2 1
WEST AFRICAN SCHOOL CERTIFICATE or G.C.E. "O" Level
CLASS 7 6 5 4 3 2 1
Selective Entrance Exam
SIERRA LEONE
Sixth Form
FORMS V IV III II I
CLASSES VI V IV III II I
GHANA
WEST AFRICAN HIGHER or G.C.E. "A" Level SCHOOL CERTIFICATE
WEST AFRICAN SCHOOL CERT. * or G.C.E. "O" Level
NATIONAL COMMON ENTRANCE EXAM
Sixth Form
GRAMMAR 5 4 3 2 1
PRIMARY 6 5 4 3 2 1
NIGERIA

*ADMINISTERED BY THE WAEC


ZAMBIA
Student's Age
Year of Schooling
University of Zambia
Medicine
Engineering
Humanities &
Social Science
Natural Sciences
Agriculture
Law
School of Mines
Education
Diploma in Ed.
Kwame Nkrumah T.C.
Secondary
Form V IV III II I
Senior Secondary
Junior Secondary
LII T.C.
(2)
Tech Sec. Sch-(1)
Zambia Tech Inst
Ndolo Center (1) + (2)
Evelyn Hone College (3)
Monze Agric. Sch (4)
Kitwe Center Univ. Hosp. (6)
Kitwe Center Hosp. (5)
Elementary
Grade VII VI V IV III II I
Senior Primary
Junior Primary

(1) Leads to Associate Examining Board GCE "O" level exam as well as other exams.
(2) Leads to Associate Examining Board GCE "A" levels as well as other exams.
(3) Many programs of varied lengths and admission requirements (see text).
(4) Varied programs including a 2 yr. program leading to GCE (Associate Examining Board).
(5) Leads to Enrolled Nurse Certificate.
(6) Leads to Registered Nurse Certificate.

WEST AFRICA: Anglophone

CHAPTER I : TYPOLOGY OF CURRENT EDUCATIONAL STRUCTURE

This section provides a typology, or explanatory model, of the educational structure applying, with some exceptions, to Gambia, Sierra Leone, Ghana and Nigeria. Country sections are added subsequently for more comprehensive descriptions of the educational structures within each country. Liberia's education, being different from this model, is treated in Chapter VII. Readers are also urged to refer to the last section of this report on English language proficiency.

Primary and Secondary School Structure

Primary school in all four countries - Sierra Leone, the Gambia, Ghana and Nigeria - varies from six to seven years for students generally entering at age six. Promotion from primary to secondary school is usually determined by secondary entrance examinations or national examinations administered by the West African Examinations Council (WAEC) for the Ministries of Education. In Sierra Leone, this test is known as the Selective Entrance Examination given upon completion of class 7. The Common Entrance Examination is administered in Ghana at the end of class 6. In Nigeria pupils sit for the Nigeria National Common Entrance Examination.

Secondary school programs are normally of five years' duration -- Form I to Form V. At the end of Form V candidates sit for a number of secondary school leaving certificates. The most common are the West African Examinations Council School Certificate or the University of London Certificate of Education at Ordinary "O" Level. Form VI is offered at a limited number of institutions in Ghana, Nigeria and Sierra Leone. Form VI consists of two years of additional education leading to the WAEC Higher School Certificate or the G.C.E. Advanced "A" Levels.

An intermediary level - between primary and senior secondary cycles - is available in Ghana at the Middle School. Middle Schools offer Middle Forms I through IV. The four year program leads to the Middle School Leaving Certificate. Prior to completing this program many students will attempt, by taking the Common Entrance Examination, to transfer to the academic secondary schools Forms I-V.

West African Examinations Council Examinations

The West African Examinations Council (WAEC) was founded in early 1952 for the purpose of developing and administering examinations in the public interest of West African states and for awarding certificates which would be of the same standard and quality as certificates issued by examining bodies in the United Kingdom. Originally WAEC was to assist external examining bodies in the United Kingdom in the administration of tests in West Africa. However, the final objective was to supplant external examinations bodies. The Council is composed of two representatives from the Universities of London and Cambridge, and representatives nominated by the member Governments of Nigeria, Sierra Leone and the Gambia. Liberia participates as an associate member. WAEC offices exist in all member states.

Since its origin the WAEC has maintained a special relationship with the University of Cambridge Local Examinations Syndicate. The West African School Certificate examinations were at first administered by the Syndicate in 1955. By 1966 the WAEC was administering these examinations independently. The Syndicate continued the administration of the Higher School Certificate examinations until January 1973 when the Council assumed full responsibility for the development and administration of the exams. Nevertheless, until the Council has developed all subjects at the Advanced level, candidates may still take some subjects through the University of London School Examinations or the University of Cambridge Local Examinations Syndicate.

In June 1962 the University of London G.C.E. Advanced "A" Level examinations replaced the Cambridge Syndicate Higher School Certificate examinations in Ghana and Sierra Leone, and in the Gambia one year later. The Joint Examination for the School Certificate and the General Certificate of Education - G.C.E. -

of the West African Examinations Council was offered as of 1970 in all member countries. Currently all school candidates sit for the WAEC examinations at both the School Certificate and Higher School Certificate levels. Private candidates, or those not enrolled in a secondary school, cannot sit for the School Certificates but must take the G.C.E. examinations at "A" and "O" Levels, as administered through the WAEC.

The WAEC also administers tests for other examining bodies and for national objectives of the member states:

1. WAEC administers tests for requesting external bodies such as the Educational Testing Service, the American College Testing Program, the University of Michigan English Proficiency Test.

2. WAEC has also developed and administered national examinations including:

    a) The Ghana Business Certificate Examination at Ordinary and Advanced level

    b) The Selective Examinations in the Gambia used for entry to clerical and administrative levels in the civil service

    c) The Ghana Middle School Leaving Certificate Examination

    d) The Ghana Common Entrance Examination

    e) The Nigeria Primary School Leaving Certificate Examination

    f) The Nigerian National Entrance Examination

    g) The Sierra Leone Selective Entrance Examination

    h) The Gambia Common Entrance Examination

The Council is developing appropriate commissions to study the possibility of administering technical and vocational tests to gradually replace the City and Guilds and the Royal Society of Arts examinations.

I. Syllabi and Regulations

The School Examinations Committee of the WAEC is responsible for the development of relevant syllabi. International subject panels are set up, including representatives of universities, university colleges, colleges of technology, teachers, subject associations, and secondary schools, to review recommendations for changes and to develop new syllabi. Admissions officers are urged, when considering West African English speaking candidates, to consult the Regulations and Syllabuses, issued on a yearly basis. It can be obtained from the WAEC by writing to the Headquarters: The Registrar, the West African Examinations Council, Headquarters Office, P.O. Box 125, Accra, Ghana.

II. The Joint Examination for the School Certificate and General Certificate of Education

This examination is given twice a year in most member countries -- May-June and November-December.

A) Subjects Offered

In 1973 the following subjects were offered, and are grouped for the purposes of the School Certificate examination. An asterisk preceding the subject indicates subjects which are considered academic for admission to North American universities.

I. Languages

*English Language
*Latin
*Greek
*French
*German
*Italian
*African Languages
*Arabic

II. General Subjects

*English Literature
Bible Knowledge
Islamic Religious Knowledge
*History
*Government
*Geography
*Economics

III. Mathematical Subjects

*General Mathematics ("O"-Level)
*Modern Mathematics (J.S.P. "O" Level)
*Modern Mathematics (Entebbe Project)
*Additional Mathematics ("O"Level)
*Additional Modern Mathematics (J.S.P. "O" Level)
*Additional Modern Mathematics (Entebbe Project)
*Mathematics ("A" Level)

IV. Science Subjects

*General Science
*Additional General Science
*Biology
*Chemistry
*Physics
*Agricultural Science
Health Science

V. Arts and Crafts

Art
Music
Needlework and Dressmaking
Cookery
Home Management

VI. Technical Subjects

Geometrical and Building Drawing
Geometrical and Mechanical Drawing
Applied Electricity
Basic Electronics
Metalwork
Woodwork

VII. Commercial and Secretarial Subjects

Commerce
Principles of Accounts
Shorthand and Typewriting

B) Conditions for Examination

1. Onlv school candidates can sit for the School Certificate Examination. They must sit for a minimum of six subjects but no more than nine. Further, subjects in each Group I, II, III, and IV must be taken.

2. Private candidates must sit for the "O" Level examination entering for a minimum of one subject and a maximum of nine.

3. Oral English when given is not counted as a subject and can, therefore, be taken in addition to a maximum of nine subjects.

C) Grading System

WAEC scores these examinations on a nine point scale. On the School Certificate, Grades 1-8 are Pass; G.C.E. has Grades 1-6 as Pass marks. The table below indicates the comparisons in grading by subject between the two tests:

GRADE	SCHOOL CERTIFICATE RESULTS	G.C.E. ORDINARY LEVEL
Grade 1	Excellent	Pass
Grade 2	Very Good	Pass
Grade 3	Good	Pass
Grade 4	Credit	Pass
Grade 5	Credit	Pass
Grade 6	Credit	Pass
Grade 7	Pass	Fail
Grade 8	Pass	Fail
Grade 9	Fail	Fail

The West African Examinations Council School Certificate and General Certificate of Education (Ordinary and Advanced Levels) Regulations and Syllabuses for the Examinations 1973.

D) Certificate Conditions

1. School Certificate

To be eligible for the School Certificate all conditions must be met at one and the same sitting. Candidates must:

a) maintain a satisfactory standard as determined by the aggregate performance in the best six subjects and

b) either (i) pass in at least six subjects with Credit in at least one subject or
(ii) pass in at least five subjects with Credit in at least two subjects.

2. School Certificate Divisions

Certificate holders are classified in three divisions indicated on the Certificate:

a) Division I is awarded to those who (i) pass in six or more subjects including at least one subject within the groupings of Languages, General Subjects, Mathematical Subjects and Science Subjects; (ii) pass with Credit in at least five subjects including English Language and (iii) obtain an aggregate not exceeding 23 in the best six subjects.

b) Division I Distinction is granted (i) to candidates having an aggregate score in the best six subjects not exceeding 12; (ii) to those maintaining the general requirements enumerated in (a-i) and receive a Credit in at least one subject from each group listed above.

c) Division II is given to those who (i) pass in six or more subjects including English Language, from four of all the Groups, including both academic and non-academic subjects (ii) pass with Credit in at least four of these subjects and (iii) maintain an aggregate of 33 or less in the best six subjects.

d) Division III is awarded to those who (i) have an aggregate score of not more than 45 in the best six subjects and (ii) obtain either one Credit and five passes or two Credits and three passes.

3. G.C.E. Ordinary Level

Candidates qualify for the G.C.E. "O" Level Certificate if:

a) They have entered for the School Certificate as school candidates, but have not met the requirements, or

b) They have entered on a single subject basis and have passed with Credit in at least one subject.

III. The Higher School Certificate and General Certificate of Education - Advanced Level

A) Subjects Offered

The WAEC has developed some "A" Level syllabi. However, other subject papers are offered through the University of London and the University of Cambridge Local Examination Syndicate.

B) Conditions for Examinations

1. Candidates for the Higher School Certificate must take the General Paper, and a minimum of three to four subject papers.

2. Candidates for the G.C.E. "A" Level Certificate must take a minimum of one subject paper and cannot exceed a maximum of five subjects including the General Paper. "O" Level subjects can also be taken but, in that case, the total number of subjects cannot exceed nine. The same subject cannot be taken at the same sitting at both "O" and "A" Levels.

C) Grading System

Grading for both Certificates is based on a scale of 1-5 corresponding to the letter grades of A through E. These grades are considered a Principal Pass. A Grade 6 pass is called a Subsidiary Pass, the last grade is considered a Fail. According to the WAEC a Subsidiary Pass is "a standard below the 'A' Level and above the 'O' Level".[1] It should be noted that this is contrary to practice in the United Kingdom where a Subsidiary Pass on the Higher School Certificate Examination is considered the equivalent of an "O" Level pass. Science subjects are sometimes graded twice; first for the written test, secondly for the practicals test. The syllabi give considerable weight to the practical examination.

D) General Conditions for Certificates

1. Higher School Certificates

The conditions governing the awarding of the Higher School Certificate remain the same as those of the University of Cambridge Local Examinations Syndicate. In summary, candidates must at the same sitting:

(i) Pass the General Paper and either

(ii) Obtain Full Passes (Principal) in at least three other subjects or,

(iii) Attain Principal Passes in two other subjects and Subsidiary Passes in two or more subjects, or

(iv) Obtain Full Passes (Principal) in at least two subjects and a Subsidiary Pass in one more subject, and reach "a certain standard" as judged by the quality of the Principal Passes.

Exceptions are sometimes made for those failing the General Paper by a small margin who have satisfied the conditions enumerated above. Those who only pass the General Paper and no other academic subject receive a Statement of Results.

---

[1] The West African Examinations Council School Certificate and General Certificate of Education (Ordinary and Advanced Levels) Regulations and Syllabuses for the Examinations 1973:p. 21.

Possession of the School Certificate or the Higher School Certificate is not of itself a valid criterium for assessment of candidates. Of prime importance is the number of Ordinary and Advanced Level passes and their caliber.

2. G.C.E. "A" Level Examinations

Candidates sitting for the "A" Levels will receive a Certificate if one subject, at minimum, is passed at the Principal or Subsidiary Level. The level of pass is indicated on the Certificate.

G.C.E. "A" Level Certificates may also be issued to school candidates sitting for the Higher School Certificate who fail to meet the certificate requirements. The G.C.E. Certificate would indicate the subjects in which the candidate passed.

If both "A" Level and "O" Level examinations have been taken at the same sitting, separate certificates will generally be issued, recording the two levels separately.

IV. Issue of Results

For both School Certificates and G.C.E. examinations, at Ordinary and Advanced Level, results are communicated in two ways:

A) Preliminary result sheets are transmitted to the Headmasters of secondary schools for school candidates indicating the result of the examination as a whole and the standard reached in each subject, based upon the scale of 1-9. Private candidates are sent these initial result sheets. The same applies to the Higher School Certificate and G.C.E. "A" Level results with the exception that results are indicated in terms of letter grades A-E.

B) Certificates are issued to the candidates from three to six months after the test date.

Result slips are frequently given to students by the secondary schools, for school candidates. Admissions officers can verify these preliminary result sheets by writing to the local WAEC office. However, the requesting official should ensure that the student's Examination Registration Number is clearly identified. Similarly, the WAEC is willing to examine any cases where there is reason to believe that forgery or change has been made to the original certificate. WAEC attempts to maintain strict security measures to prevent leakage, and takes strict action against those presenting forged documents. The addresses of the local offices are:

GHANA
WAEC
P.O. Box 917
Accra, Ghana

NIGERIA
WAEC
Private Mail Bag No. 1022
Yaba, Nigeria

SIERRA LEONE
WAEC
P.O. Box 573
Freetown, Sierra Leone

The GAMBIA
The Chief Education Officer
Ministry of Education, Youth and Social Welfare
Banjul, The Gambia

University Education

The following is intended to be a model of some academic features of anglophone West African universities. Although variations do exist among them, most such institutions conform to this pattern in its essentials. Three institutions, Njala University, part of the University of Sierra Leone, the University of Nigeria, Nsukka and the University of Benin differ from the pattern in more radical ways and are described separately.

I. Admission Requirements

Most universities require passes in five or four subjects, of which two to three must be at "A" Level, and the remainder at the WAEC School Certificate Credit Level or G.C.E. "O" Level. A Pass in English Language is normally essential, although a university's own examination in English may sometimes be substituted. Most institutions require that at least one of the "A" Level passes be at Grade D or above. Some also require a pass in the General Paper for "A" Level candidates.

II. Degree Structure

Most first-degree programs are three years although honors degrees, in some science and technical faculties, e.g. University of Ghana - require four years. All honors degrees at Fourah Bay College, University of Sierra Leone, require five years. General degree programs require three subjects to be studied throughout the three years, or three in the first year and two in the remaining years. Honors degree programs cover three subjects in the first year, two or one subject in the second year, and one in the third year. Combined honors programs include three subjects in the first year, and two subjects at honors level through the remaining two years.

It should be noted that a year's work in a British or British-model university should be considered the equivalent of a year's work in an American or Canadian institution, even though the number of subjects studied during the year may be fewer. Undergraduate education in Britain is considerably more specialized than in the United States. Each subject studied during a given year is pursued with greater concentration, and with fewer elective choices, than is the case under the American course system.

III. Grading System

At the end of the first year there is an examination in each subject, determining advancement to the second year; and another examination at the end of the third year, on the basis of which the degree is granted or withheld. Some institutions give examinations at the end of each year, with each result contributing to the student's final success or failure and his degree classification. Examples of the latter practice are the University of Ghana, the University of Cape Coast, Ghana (B.Ed. program), and the Universities of Ibadan and Ife in Nigeria.

A first-class degree is awarded for a final average mark between 70 and 100; second-class, upper division, for a mark between 60 and 69; second-class, lower division, between 50 and 59; third-class, or pass degree, between 40 and 49. Forty is normally the lowest passing mark. At the University of Ife the pass degree is not equivalent to the third-class, but ranks below it - 35 to 39.

IV. Postgraduate Degrees

Master's degrees, in those departments operating a four-year first degree curriculum, are normally obtained after one additional year. In other departments the degree is obtained after two years, following completion of required course work, the writing of a thesis, or both.

The Ph.D. degree, where offered, is normally a course of three years duration (post-master's), and is devoted exclusively to the writing of a dissertation. There is usually no required course work, although a student may choose (or be advised) to attend relevant courses or lectures anywhere in the university.

V. University Variations

The model outlined above will apply in its general features to Fourah Bay College of the University of Sierra Leone, the three Ghanaian universities (University of Ghana, University of Cape Coast, and the University of Science and Technology), Ahmadu Bello University, and the Universities of Ibadan, Ife and Lagos in Nigeria. A number of variations from the pattern do exist within these institutions, but they do not alter the basic degree structure outlined above. A number of the more common variations are described below, together with significant variations characteristic of single institutions.

Several universities operate a preliminary year, admitting students with the WAEC School Certificate or G.C.E. "O" Level passes only, or "A" Level passes in subjects inappropriate to the desired course of study, to a year of preparatory work. Successful completion of this preliminary year is required for admission to the regular three year degree program.

A number of institutions have introduced the "course" system, or are in process of doing so. This represents a change in the organization of their curricula, but not necessarily a change in degree structure, examination schedule, or method of grading.

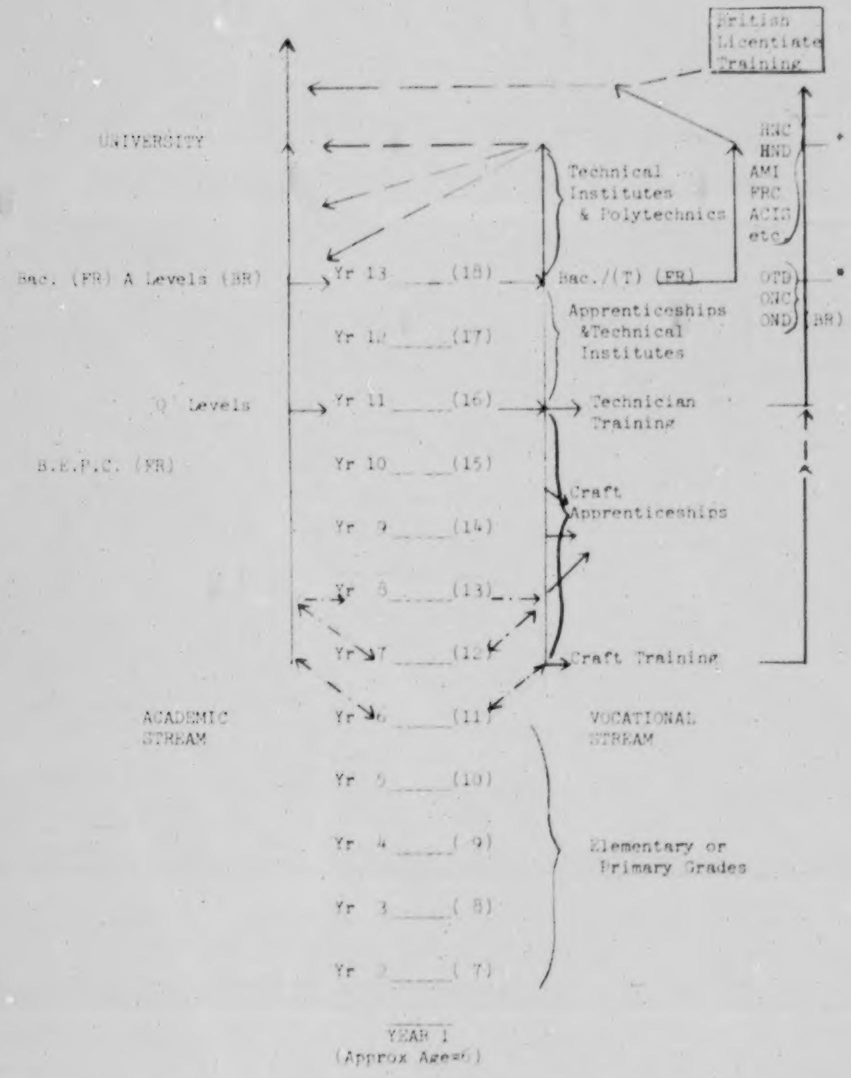
The award of honors degrees at the University of Ghana and the University of Nigeria is based primarily upon the quality of a student's work, not the structure of his program.

The University of Cape Coast has as its primary objective the training of teachers. Consequently, all its degree programs include a large education component.

The University of Science and Technology offers four-year degree programs exclusively.

The three institutions differing most radically from the model outlined above are Njala University College of the University of Sierra Leone, the University of Nigeria, and the University of Benin. They have been influenced somewhat by the American example, having incorporated the preliminary year into a standardized four-year curriculum.

A DIAGRAM OF TECHNICAL/VOCATIONAL TRAINING LEVELS IN AFRICA


British
Licentiate
Training
UNIVERSITY
Technical
Institutes
& Polytechnics
HNC
HND
AMI
FRC
ACIS
etc
Bac. (FR) A Levels (BR)
Yr 13 (18)
Bac./(T) (FR)
OTD
ONC
OND
(BR)
Yr 12 (17)
Apprenticeships
&Technical
Institutes
'O' Levels
Yr 11 (16)
Technician
Training
B.E.P.C. (FR)
Yr 10 (15)
Craft
Apprenticeships
Yr 9 (14)
Yr 8 (13)
Yr 7 (12)
Craft Training
ACADEMIC
STREAM
Yr 6 (11)
VOCATIONAL
STREAM
Yr 5 (10)
Yr 4 (9)
Elementary or
Primary Grades
Yr 3 (8)
Yr 2 (7)
YEAR 1
(Approx Age=6)

KEY

⟶ Points of Regular Transfer

_._ Streaming Paths (selection in or out)

— — → Less Usual Transfers

+ Technologist

• Technician/Journeyman

BR - Anglophone Africa

FR - Francophone Africa

Njala University College and the University of Nigeria admit students directly upon presentation of an appropriate WAEC School Certificate or G.C.E. "O" Level; such qualifications permit applicants to the University of Benin to take a competitive entrance examination. Except at the University of Benin, students with appropriate "A" Level or Higher School Certificate passes may be exempted from the first year of study. The University of Nigeria has divided its curriculum into "credit hours," and requires maintenance of a certain "grade point average" for continued matriculation.

Specific information about individual universities can be obtained from the Commonwealth Universities Yearbook, the annual calendar (catalogue) of each institution, by contacting a diplomatic mission of the country concerned, or by writing to the Inter-University Council for Higher Education Overseas (IUC) in London.

Technical and Vocational Training

As an increasing number of applicants, having completed middle or higher level technical or vocational training, are seeking admission to North American colleges and universities a general statement regarding this area of education is provided for institutions that may wish to consider such applicants. This section applies to English-speaking West, Central and East Africa.

Technical qualifications throughout anglophone Africa, with the exception of Liberia and Ethiopia, are modeled on the British system and are based upon British administered external examinations. Within the British system, technical and vocational programs of study can be sub-divided into four general categories:

1. Technologists - qualified professional engineers or applied scientists having the level, academically, of a first-degree holder, in a technical specialization.

2. Technicians - higher professionally than craftsmen but not as trained academically as Technologists. Technician courses are open to 15- and 16-year-olds at three different levels. The highest level of training is represented by the Ordinary National or Higher National Certificates.

3. Craftsmen - individuals having done an apprenticeship in a particular craft or trade. Three types of certificate courses are usually offered to 15- and 16-year-old school leavers.

The most common examinations for these technical and vocational qualifications, offered through different types of programs at technical institutes, colleges and polytechnics, are:

1) The City & Guilds of London Institute
2) The Royal Society of Arts
3) The National Diplomas at Ordinary and Higher Levels.

I. City and Guilds Examinations and Certificates: Technical Subjects

Examinations are given in approximately 250 technical programs of study ranging from the fields of agriculture and agricultural engineering to food technology and catering, footwear and leather. Three different types of certificates are offered depending on the level of study:

A) Part I or Intermediate Certificate is taken after one or two years of part-time study. These programs are for 15- and 16-year-old school leavers.

B) Part II or Final Certificate is awarded after two additional years of study, following completion of the Part I Certificate.

C) Part III or the Advanced Certificate is offered in some subjects and requires one additional year of study after earning the Final certificate. The program leading to this certificate gives more specialized training in the technological subject and coursework in foremanship and management.

D) Full Technological Certificate (FTC) is granted to candidates who (i) are over the age of 21, and (ii) have qualified for the Part III Certificate.

II. City and Guilds Examinations and Certificates: Craft Subjects

Craft courses are available at certain levels:

A) Craft Certificate is awarded, upon examination, to individuals who have pursued a course of three or sometimes two years duration. Entry is generally for 15- and 16-year-old school leavers.

B) Advanced Craft Certificate is available in a number of craft subjects for those completing an additional two-year program.

C) Full Technological Certificate is granted to those who complete an additional year of craft training.

III. Royal Society of Arts

Examinations are primarily in the fields of commerce, office practice, and secretarial studies. This training is usually on a part-time or evening basis at a number of secretarial and commerce colleges.

A) Clerical and Secretarial Certificates

1. Stage II (Intermediate) Certificate is the most common qualification presented by those who pursue a course covering office work, work and communications, plus optional courses of a practical nature e.g. shorthand, typing, cost accounting, etc...Entry is based on some G.C.E. "O" Levels or equivalent. This Certificate is generally considered as the equivalent of the first year of the Ordinary National Diploma (O.N.D.) or the Ordinary National Certificate (O.N.C.), in Business studies.

   It is also possible for candidates to sit for single subject certificates at the elementary Stage I, Intermediate Stage II, or Advanced Stage III.

B) Commercial Subjects

There are three levels of qualifications:

1. Stage I-Elementary - Candidates are expected to pass four subjects among the Society's examinations within three consecutive years. Arithmetic or Mathematics, English with Literature or English Language are compulsory subjects. Two other subjects are optional except that one of the two must include either book-keeping, Commerce, or Office Practice.

2. Stage II-Intermediate is given to those having taken three subjects in appropriate groupings at the Intermediate or Advanced stages within the last four consecutive years. Subjects must be selected in several groups including (a) Commerce or Economics (b) English Language.

3. Stage III - Advanced Level - The Certificate is awarded to those passing in three subjects offered at the Advanced Level. Again certain groupings of subjects must be represented, e.g. Economics or Commerce, Accounting or Book-keeping, English, and related subjects.

IV. National Diplomas and Certificates

The series of National Diplomas and Certificates are a part of the National Certificate system begun in Great Britain in 1921, to provide qualifications for middle and upper level technicians in science and engineering. Certificates are awarded at the Ordinary and Higher Levels. Diplomas are differentiated from Certificates on the basis of the conditions of study. Diplomas are granted to full time students, Certificates being awarded to those who have pursued the program on a part-time basis. It is generally considered that the Ordinary level approaches the G.C.E. "A" Level standard in comparable subjects. The Higher Level involves study in a narrower range of subjects.

A) Ordinary National Diploma (O.N.D.)

A two-year full-time or sandwich course, with entry at age 15 or 16 leads to the O.N.D. Entry is based on completion of appropriate technician courses or four appropriate passes at G.C.E. "O" Level. In some cases, lower qualifications may be accepted. Courses include agricultural subjects, building, business studies, engineering, food technology, hotel and catering operations, institutional housekeeping and catering, naval architecture and ship building, printing sciences, and textiles.

B) Higher National Diploma (H.N.D.)

H.N.D. programs are generally two to three year programs. Entry requirements are completion of the O.N.C. or O.N.D. or four to five passes at G.C.E. "O" Level and one pass at "A" Level. Additional requirements may be imposed depending upon the subject of study. A wider range of subjects are offered including aeronautical engineering, applied sciences, computer studies, chemical and electrical engineering, in addition to the subjects offered at O.N.D. level.

Admissions officers should exercise extreme caution in the evaluation of these credentials. Reference should be made to a highly recommended publication, British Qualifications (3rd Edition) by Barbara Priestley, published by Kogan Page Limited 16 Group Inn Road, London WC IX - 1972.

CHAPTER II : THE GAMBIA

GENERAL BACKGROUND

The Gambia is a tiny sliver of a country in West Africa surrounded on three sides by Senegal. Its short western border is on the Atlantic Ocean. Its population is under a half million.

The annual crop of secondary school graduates is only about 120. Of that number, perhaps only 30-40 have as many as five G.C.E. "O" Level passes. An even smaller number go on to sixth-form work available at one school, the Gambia High School.

There is only one post-secondary institution in the country, the Teachers College at Yundum, not far from the capital, Banjul (formerly Bathurst). It offers a three-year program which does not lead to the equivalent of a bachelor's degree.

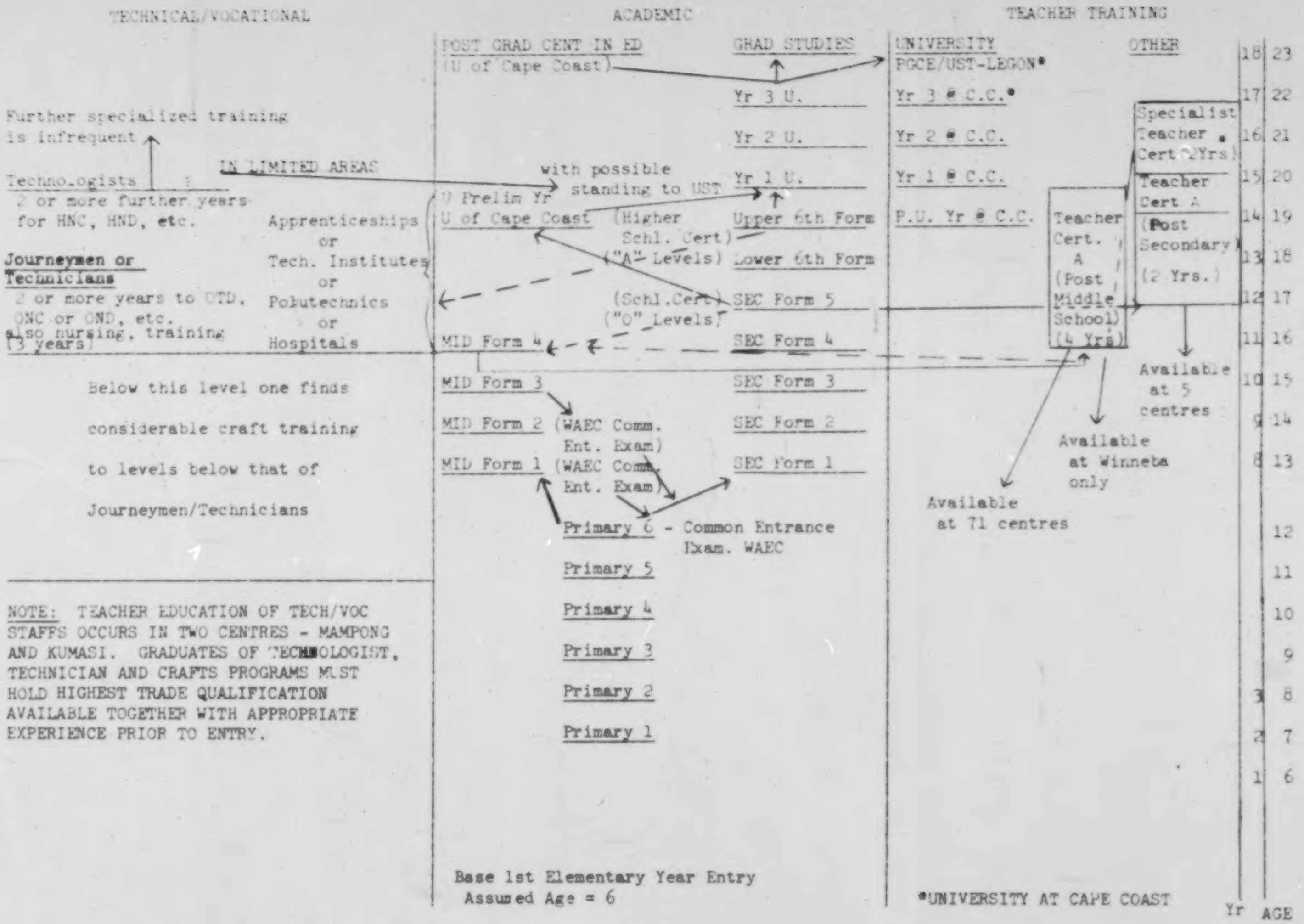
SPECIAL CHARACTERISTICS

Two special factors merit the attention of United States admissions officers:

1. The notion of an "official transcript" apparently does not exist in The Gambia, at least for many schools. What appears to be such may be the result of a reconstruction, in the absence of records, by school officials in conjunction with the student. Generally speaking, therefore, greater reliance should be placed on objective test scores and G.C.E. or WAEC results than on "transcripts" in the case of Gambian applicants.

2. A number of students leave school after what is called the "junior secondary" school. This represents one year less than G.C.E. "O" Level, and should not be considered a basis for admission to colleges in North America.

GHANA EDUCATIONAL STRUCTURE


TECHNICAL/VOCATIONAL
ACADEMIC
TEACHER TRAINING
POST GRAD CENT IN ED
(U of Cape Coast)
GRAD STUDIES
UNIVERSITY
PGCE/UST-LEGON*
OTHER
Yr 3 U.
Yr 2 U.
Yr 1 U.
Yr 3 @ C.C.*
Yr 2 @ C.C.
Yr 1 @ C.C.
P.U. Yr @ C.C.
Further specialized training
is infrequent
Technologists
2 or more further years
for HNC, HND, etc.
IN LIMITED AREAS
with possible
standing to UST
U Prelim Yr
U of Cape Coast
(Higher
Schl. Cert)
("A" Levels)
Upper 6th Form
Lower 6th Form
Apprenticeships
or
Tech. Institutes
or
Polytechnics
or
Hospitals
Journeymen or
Technicians
2 or more years to CTD,
ONC or OND, etc.
also nursing, training
(3 years)
(Schl.Cert)
("O" Levels)
SEC Form 5
SEC Form 4
SEC Form 3
SEC Form 2
SEC Form 1
MID Form 4
MID Form 3
MID Form 2
MID Form 1
(WAEC Comm.
Ent. Exam)
(WAEC Comm.
Ent. Exam)
Primary 6 - Common Entrance
Exam. WAEC
Primary 5
Primary 4
Primary 3
Primary 2
Primary 1
Below this level one finds
considerable craft training
to levels below that of
Journeymen/Technicians
Teacher
Cert.
A
(Post
Middle
School)
(4 Yrs)
Specialist
Teacher
Cert (2Yrs)
Teacher
Cert A
(Post
Secondary)
(2 Yrs.)
Available
at 5
centres
Available
at Winneba
only
Available
at 71 centres
Base 1st Elementary Year Entry
Assumed Age = 6
*UNIVERSITY AT CAPE COAST
Yr
AGE
18 23
17 22
16 21
15 20
14 19
13 18
12 17
11 16
10 15
9 14
8 13
12
11
10
9
3 8
2 7
1 6

NOTE: TEACHER EDUCATION OF TECH/VOC STAFFS OCCURS IN TWO CENTRES - MAMPONG AND KUMASI. GRADUATES OF TECHNOLOGIST, TECHNICIAN AND CRAFTS PROGRAMS MUST HOLD HIGHEST TRADE QUALIFICATION AVAILABLE TOGETHER WITH APPROPRIATE EXPERIENCE PRIOR TO ENTRY.

CHAPTER III : GHANA

BACKGROUND INFORMATION

Ghana is located on the Gulf of Guinea on the west coast of Africa, north of the Equator. Covering an area of 92,100 square miles, it is about the size of Illinois and Indiana combined. It is bounded by Upper Volta on the north, Ivory Coast to the west, and Togo on the east.

According to the 1970 census, the population is estimated at 18 million with the greatest concentration in the coastal areas, the Ashanti region, and the two principal cities of Accra and Kumasi. Accra's population in 1970 was 848,800, and Kumasi's approximately 249,000. The annual population growth rate is 2.8%.

There are many small ethnic divisions in Ghana with more than 50 languages or dialects spoken. Among the more important linguistic groups are the Akans, including the Fanti, the Ashanti, living principally in the forest area to the north, the Guana living on the plains of the Volta river, the Ga- and Ewe-speaking peoples in the south and southeast, and the Moshi Dagomba speaking tribes of the northern territories.

English is the official and commercial language and is taught in all schools. About 25% of the population is literate in English although the rate is much higher among younger people.

EDUCATIONAL BACKGROUND

In Ghana, 50-70% of the children between the ages of 5 and 14 are attending primary school. A clear illustration of the remarkable expansion in education can be noted by the following figures representing numbers of children attending school by years: 1902 - 15,000; 1935 - 63,000; 1945 - 185,000; 1951 - 301,000; 1961 - 700,000; 1971 - 947,502.

Figures for 1971-72 indicate the following enrollment breakdown:

Enrollment	No. of Institutions	No. of Pupils
Primary (1-6)	6,715	960,401
Middle (1-4)	3,608	455,398
Secondary		
Forms I-V	139	53,223
Form VI	N.A.	3,578
Teacher Training T1-T4		
Basic	65	15,470
Post Secondary T.T.	6	2,825
Specialist T.T.	3	926
Technical	15	7,059
Commercial	9	4,615
University	3	5,037

These figures highlight the attrition rate at various educational levels. University education in Ghana is a very selective privilege attainable only by a small percentage of students.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary schools in Ghana offer six classes, Primary Classes 1-6, for pupils enrolling at age 6. In the future the primary cycle will be changed to eight years, Primary Classes 1-8 for pupils between the ages of 6 and 14. This is only at the experimental stage at present. The curriculum includes reading, writing, and arithmetic with increasing emphasis being placed on developing language skills in Ghanaian languages. Other subjects include religious knowledge, physical and health education, social studies, music, arts and crafts.

The Common Entrance Examination is given to those completing Class 6 to determine secondary school entry. The examination consists of two general papers: (a) an objective test in arithmetic and English and (b) an objective multiple-choice paper testing quantitative and verbal skills. A third paper in social studies was added in 1972, testing background in geography, history, and science. Due to limited spaces in secondary schools less than 25% of the candidates sitting for the Common Entrance Examination actually gain admission to secondary school. In 1970, for example, there were 12,133 places for 66,818 primary school leaving candidates.

Secondary Education

Secondary school programs offer Forms 1-V leading to the WAEC School Certificate or G.C.E. "O" Levels. These examinations have been described in Chapter I. The curriculum at secondary schools is based upon syllabi preparing pupils for these WAEC School Examinations.

An alternative path to secondary school entry is available via the Middle School in Ghana. Those who do not pass the Common Entrance Examination, after Primary Class 6, or who are not selected by a secondary school, may enroll in the Middle School, after passing an entrance test. The Middle School consists of Forms I-IV (Middle) and provides further preparation in the basic general fields. Students in Middle Forms I through III can again attempt to pass the Common Entrance Examination in an effort to enroll in the Secondary School Forms I-V. If unsuccessful, they sit for the Middle School Leaving Certificate Examination at the end of Middle Form IV. A Pass on this examination entitles the student to the West African Middle School Leaving Certificate.

Ghana plans, in the future, to offer another type of post-primary educational program for those who will not continue for the full secondary schooling, through the establishment of continuation schools. Rather than the 6-5-2 or 6-4 current system of primary and secondary education, the cycles would be 8-2. After an integrated eight-year primary cycle, students not entering the secondary Forms I-V could take two-year pre-vocational programs in the continuation schools. A few such schools were created during the 1968-1969 academic year and offer courses such as agriculture, domestic, industrial and commercial arts.

Form VI is offered only at a limited number of secondary schools. This two-year program, sub-divided into lower and Upper Form VI, leads to the WAEC Higher School Certificate or the G.C.E. "A" Levels. Entry is based on the WAEC School Certificate or equivalent results on the G.C.E. "O" Level Examinations. Selection is extremely competitive and is based on aggregate scores on these examinations. The curriculum is geared towards the subjects offered by the examining bodies at Advanced level. Students completing this two-year program are considered to have the equivalent of university preliminary courses.

Teacher Training Education

I. Teacher's Certificate "A"

The basic teacher training program in Ghana is of four years' duration leading to the Teacher's Certificate "A". As of 1969-1970 74 teacher training colleges existed to train teachers for the Primary and Middle School level. Entry is based upon the Middle School Leaving Certificate or upon completion of Middle Form IV. Alternatively, entry may be gained by completion of at least two years of the secondary school academic stream e.g. Form II. Admission is also contingent upon the results of a Combined Examination for Entry to Four Year Teacher Training Colleges and for Pupil Teacher Selection, an examination conducted by the WAEC on behalf of the National Teacher Training Council.

The curriculum consists of basic academic subjects, similar to the course offered at the elementary school level, and of intensive teaching in child study and theory and practice of teaching. The syllabi are developed by the National Teacher Training Council with the collaboration of the Curriculum Research and Development Unit of the Ministry of Education. With recent revisions of syllabi, in an attempt to upgrade the quality of teacher training, the program is considered equivalent to the G.C.E. "O" Levels.

The previous sub-division of the basic teacher training into (a) the Teacher's Certificate "B" (two-year program) and (b) the Post "B" Teacher's Certificate (two-year program), has now been abolished.

II. Teacher's Certificate "A" (Post-Secondary)

Teacher training colleges offer a post-secondary cycle of two years'duration leading to the Teacher's Certificate "A" (Post-Secondary). Entrance is based on four G.C.E. "O" Level passes including English and mathematics, and upon results on an entrance examination, given internally by each college. The elimination of separate college entrance examinations has been recommended to be replaced by a Common Entrance Examination administered by the National Teacher Training Council, but this has not yet been implemented. Five teacher training colleges provide this post-secondary teacher training program exclusively.

III. Specialist Certificate

Some teacher training colleges offer specialist courses to teachers to compensate for shortage of graduate teachers in given specializations. Admission is conditional on basic teacher training qualifications - the Teacher's Certificate "A", or the Teacher's Certificate "A" (Post Secondary) - and two years minimum of professional teaching experience. The programs vary between one to two years'duration depending upon the subject. The rural science course, offering specialization in agriculture, general science, and health science is a one-year program. The agricultural science and other scientific specializations e.g. mathematics, general science, are two-year programs. A Specialist Certificate entitles the teacher to instruct, on a temporary basis, in secondary schools and training colleges until university graduates are available. This course is given at the Advanced Teacher Training College located at Winneba.

IV. Specialist Teacher's Certificate

The Advanced Teacher Training College at Winneba, in affiliation with the University of Cape Coast, offers two-year courses leading to the Specialist Teacher's Certificate, in basic school subjects. Entrance is based upon G.C.E. "O" Level passes in the applicant's subject of specialization. During the two years students follow programs in their major subjects up to the equivalent of the G.C.E. "A" Levels. All candidates, in addition, take an advanced course in education and a general course in English. The Certificate is awarded by the University of Cape Coast, School of Education.

V. Diploma Courses

The Winneba Specialist Teacher Training College offers four-year diploma courses in the fields of art, music, physical education and home science. Entrance is based upon three years of certificated teaching experience and four "O" Level passes, one of which must include English Language. Home science candidates can enter as secondary school leavers after Form V.

VI. Bachelor Degree Programs

The University of Cape Coast, oriented towards producing graduates in education with subject specialization, provides four-year first-degree programs. Admission is based upon professional qualifications to holders of the Teacher's Certificate "A" (Post Secondary) and the Specialist Teacher's Certificate. Bachelor degree candidates normally enter the preliminary year and then continue for three years in the academic major.

Technical Training

Technical training is offered at various levels - from the post-primary to the post-secondary level. The following institutions and programs are available:

I. Primary Technical Programs

Eight Primary Technical Schools offer programs generally of two years'duration for pupils enrolled in Middle School Forms III and IV. Courses are given in the fields of woodwork, metalwork, technical drawing, elementary science, brickwork/masonry. Agricultural and domestic science subjects will be introduced.

II. Pre-Technical and Technical Programs

Seven Technical Institutes provide pre-technical courses and craft programs. Pre-Technical courses give preliminary training of two years'duration in the fields of English, mathematics, elementary science, and technical drawing. Entry is based on a pass on the Common Entrance Examination.

Two-year technical programs are given to those completing the Pre-Technical course. Courses available include general building, general engineering, and domestic sciences such as cookery and dressmaking. The standard reached at the end of the course is equivalent to the G.C.E. "O" Levels. Two-year vocational programs in secretarial and business studies lead to the Royal Society of Arts Intermediate Certificate. Craft courses in building and engineering lead to the Intermediate City and Guilds Craft Certificates.

III. Advanced Technical Training

Three Polytechnics offer advanced craft and technical training. Entry is based on completion of secondary school - Form V - provided the subjects of English, mathematics and science have been passed at Ordinary level, or on completion of the general engineering or general building course at the technical institutes. The Polytechnics offer the following programs:

A) General Course in engineering and building - two years.

B) Mechanical and electrical engineering and building leading to the Ordinary Technician Diploma - two years.

C) Technical Certificate Courses in electrical construction - three years.

D) Ordinary and Advanced Craft courses in engineering and in building trades.

E) A course in institutional management - three years.

F) Programs in catering and domestic subjects - two years.

G) Post Middle programs in business studies - four years.

H) Post Secondary programs in business studies - two years.

Some restructuring of technical and vocational programs is anticipated. In the future the Polytechnics will concentrate on technician and higher technician courses in engineering and building construction. The Technical Institutes, which cannot presently offer all post-Middle courses, will eventually be responsible for training at the craft and advanced craft level. Pre-Technical and Middle School programs, now offered by the technical and polytechnic institutions, will eventually be phased out as entry to technical programs becomes primarily for secondary school graduates, after Form V. In addition, plans are underway for the City and Guilds examinations of the London Institute to be replaced by WAEC examinations.

Nursing Education

A nursing diploma is awarded after three years of training in Ghanaian hospitals. The training is solely practical and cannot be considered academic.

University Education

University education in Ghana is provided by three universities.

The University of Ghana, Legon
The University College of Cape Coast
The University of Science and Technology,
Kumasi

I. Entrance Requirements

Most undergraduate degree programs at Ghanaian universities require for admission "A" Level subject passes. The major exception is the University of Cape Coast which will admit students with five passes at G.C.E. "O" Level. In such cases, students take a Preliminary year, or in the science faculty, two years of Preliminary work. The University of Ghana, Legon will admit a limited number of "mature students" who do not meet the formal admission requirements. Applicants must be over age 25 and must take an extremely competitive examination. Rarely do more than twenty-five students enter on this basis a year. The more specific entry requirements are as follows:

A) University of Ghana, Legon - three passes at G.C.E. "A" Level with grades no lower than D. (Some of the Faculties, including science and medicine, have certain subject requirements.)

B) The University of Cape Coast - two passes at G.C.E. "A" Level. (The exceptions are those who enter with five G.C.E. "O" Levels and who do the Preliminary year.)

C) The University of Science and Technology, Kumasi - two passes at G.C.E. "A" Level including English Language.

Entrance requirements for non-degree and diploma candidates are generally lower. At the University of Science and Technology, Kumasi, for example, diploma applicants must present five passes at "O" Level including English Language.

II. Faculties

A) The University of Ghana, Legon - has six faculties providing 40 various departments:

i) Faculty of Arts
ii) Faculty of Social Studies
iii) Faculty of Law
iv) Faculty of Science
v) Faculty of Agriculture
vi) Faculty of Medicine

Bachelor degree programs are generally of three years' duration.

B) The University of Science and Technology, Kumasi - has 29 departments under seven faculties:

i) Faculty of Agriculture
ii) Faculty of Architecture
iii) Faculty of Engineering
iv) Faculty of Art
v) Faculty of Pharmacy
vi) Faculty of Science
vii) Faculty of Social Science

Bachelor degree programs are of four years' duration leading to the Bachelor of Science degree. Diploma courses, leading to the Higher National Diploma (H.N.D.) in the Faculty of Science, are of two years' duration. One- or two-year certificate courses are also available in certain fields such as land survey. Post-graduate diplomas are offered during a one-year course to Bachelor Degree holders. These programs offer professional certification in the candidate's field of specialization. They may consist of class work and/or research.

C) The University of Cape Coast - maintains three faculties:

- i) Faculty of Arts
- ii) Faculty of Science
- iii) Faculty of Education

First-degree programs are generally of three years' duration except for candidates entering with the WAEC School Certificate or G.C.E. "O" Levels. These students do a one-to two-year Preliminary Year prior to doing the three-year degree program.

III. University Grading and Examinations Systems

Examinations are not held on an annual basis at all three universities. This varies according to university policies and the faculty concerned. A University Examination is given at all universities at the end of the first year to determine continuation in the degree program. Examinations are uncommon at the end of the second year. At neither the University of Ghana, Legon, nor the University of Science and Technology, is a university examination given in the second year except in the Faculties of Law and Science at Legon. In the Faculty of Law, the university examination is known as Part I (end of second year), the final examination (end of third year) is called Part II. The Faculty of Science gives a Secondary University Examination (SUE), at the end of the second year, and a Final Examination, upon completion of the third year.

At the University of Science and Technology, examinations are given the first year, the Second University Examination (SUE) administered upon completion of the third year, and the Final Examination is given at the end of the four year program.

The University of Cape Coast, however, administers examinations at the end of each academic year. Successful completion of the year, moreover, is based on both the examination results and the student's academic performance in coursework.

The three universities record their letter grades according to slightly different scales, which are always noted on the university transcripts. The grading scales are the following:

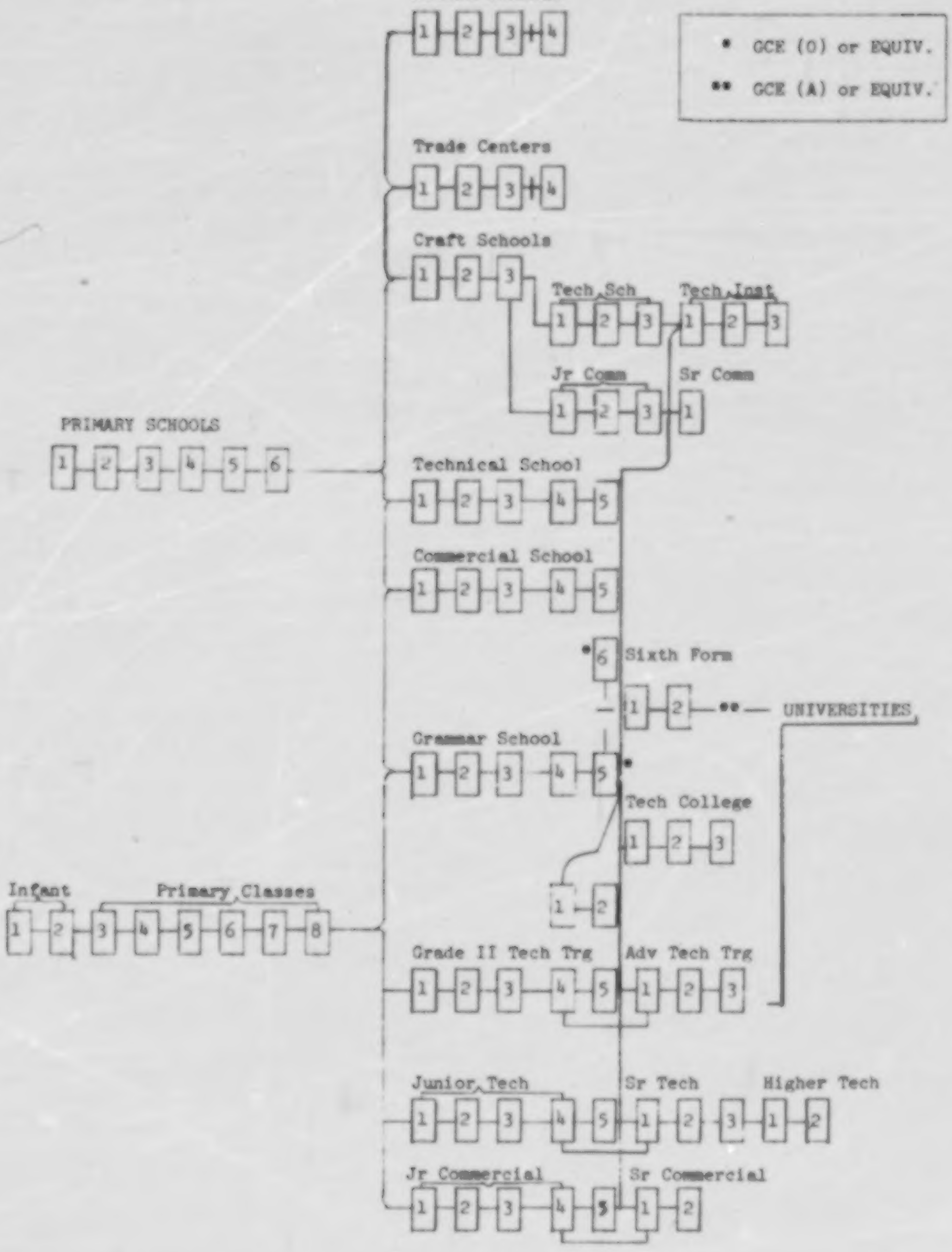
University of Ghana		University of Science & Technology		University of Cape Coast	
A	70 and above	A	85% and above	A	Above 69%
B	60 - 69	A	75 - 84%	B	60 - 69%
B	50 - 59	B	65 - 74%	B	50 - 59%
C	40 - 49	C	55 - 64%	C	40 - 49%
D	30 - 39	D	40 - 54%	D	30 - 39% (fail)
E	Below 30	E	Below40% (fail)	E	Below30% (fail)

SPECIAL CHARACTERISTICS

Ghana Government scholarships for overseas programs are restricted to fields of study which are not available in Ghana. Recipients are normally bonded to return to Ghana and serve in approved employment for five years. Ph.D.-level scholarships are approved only in cases where the applicant is sponsored by a university, a research institution, or other agency which commits employment upon return.

The Scholarship Secretariat must approve all applications from Ghanaians who wish to study overseas whether on scholarship or private basis. Foreign exchange permits are not granted to private students unless the proposed course of study is not available in Ghana, and is of relevance to development priorities. Furthermore, the Secretariat will not recommend a private student for a passport or visa without assurances of adequate financial support, for the duration of his studies.

THE STRUCTURE OF THE SCHOOL SYSTEM IN NIGERIA


Modern Schools
* GCE (O) or EQUIV.
** GCE (A) or EQUIV.
Trade Centers
Craft Schools
Tech Sch
Tech Inst
Jr Comm
Sr Comm
PRIMARY SCHOOLS
Technical School
Commercial School
Sixth Form
UNIVERSITIES
Grammar School
Tech College
Infant
Primary Classes
Grade II Tech Trg
Adv Tech Trg
Junior Tech
Sr Tech
Higher Tech
Jr Commercial
Sr Commercial

CHAPTER IV : NIGERIA

GENERAL BACKGROUND

Nigeria is the most populous nation in Africa, with most of its twelve states being larger than its neighbors. With 356,000 square miles it has a population of approximately 64 million, composed of a multitude of ethnic, religious, and social groups. The three dominant ethnic groups include the Yoruba in the west; the Ibo in the east; and the Hausa to the north. Other important groups are the Edo in the west; the Ibibio and Ijaw in the east; the Fulani, Kanuri, Nupe and Tiv in the north.

Since 1968 the Federal Republic of Nigeria has been divided into twelve states: Lagos; Northwest; Center North; Kano; Kwara; West; Mid-West; East Central; South East; and Rivers. The principal towns in Nigeria are Lagos, Ibadan, Ogbomosho, Mushin, and Kano.

The country is largely agrarian engaging approximately 80% of the total working male population. It is estimated that production of food crops accounts for about 80% of the total agricultural production. Principal foods are yams, cassava, plantains and bananas, sugar cane, rice, beans, oranges, and other citrus fruits. Agricultural products represent about 60% of the annual exports, among which are cocoa, palm oil products, groundnuts, rubber, cotton and timber. Crude petroleum is now an important export product.

Educationally, Nigeria has a high rate of school enrollment, with an estimated four million of a school-age population of 5.5 million, enrolled at one level or another. The most rapid development has taken place in the field of higher education. In 1960 only one university existed in Nigeria, compared to the six presently operating.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education in Nigeria is a six-year cycle for students enrolling at age six. Some of the 12 states offer a slightly longer primary cycle up to eight years. At the end of primary school pupils sit for the Primary School Leaving Certificate examinations. Those successful receive the Primary School Leaving Certificate.

Secondary Education

Entrance to secondary institutions is based upon (a) the Primary School Leaving Certificate and (b) pass on the National Common Entrance Examination administered by WAEC. Secondary education is provided by several types of schools:

I. Secondary Grammar Schools

These schools provide academic and university preparatory courses of five to six years' duration leading to the WAEC School Certificate. A few secondary grammar schools also provide technical education in fields such as physical sciences, geometrical and mechanical drawing, metal and woodwork. These technical courses are generally university preparatory and lead to study at the higher technological institutions at the post-secondary level - the Colleges of Technology.

II. Secondary Commercial Schools

These schools offer specializations in commercial subjects such as bookkeeping, business studies, shorthand, and typing. They do concurrently offer many of the academic subjects offered at secondary grammar schools. Candidates can prepare for the School Certificate or the G.C.E. "O" Levels or for professional examinations given by the Royal Society of Arts. These programs are of five years' duration.

III. Secondary Modern Schools

Secondary Modern Schools exist in some states in Nigeria. They offer two- to three-year programs at the post-primary level. They are most abundant in the Western State. This type of institution will soon be replaced and remodelled as at present it does not offer a concrete educational target or professional training. It has been recommended that it serve the function of the junior high school in the American sense.

IV. The Comprehensive or Multi-Lateral Schools

These are primarily private institutions offering the same types of programs provided by the grammar schools. They are college preparatory but also offer commercial and technical courses. Students following these programs may sit for the WAEC School Certificate.

Students in the academic, and university preparatory streams sit for the WAEC School Certificate at the end of Form V. Form VI, as in Ghana, is sub-divided into a two-year program - Lower and Upper Sixth Form. Entry is based on the WAEC School Certificate. At the end of Form VI students sit for the WAEC Higher School Certificate.

V. Projected Changes in the Educational Structure

It should be noted that the Federal Government of Nigeria has recently proposed a number of modifications in the structure and philosophy of primary and secondary education. In a recently published report, "Report of the Seminar on a National Policy on Education", based on a conference held in Lagos between June 4th and June 8th 1973, it has been proposed that Nigeria move to establish a 6-3-3 plan at the primary and secondary levels.

The secondary cycle would be sub-divided into two separate cycles, corresponding to junior and senior secondary school. Passage from primary school to the junior, or lower secondary cycle, would be automatic rather than based upon the Common Entrance Examination or another formal examination. Students would be assessed on a continuous basis. The objectives would be to give primary school leavers, unlikely to continue for the full secondary cycle, additional education and vocational skills, and to give a broader range of fields to all. A National Examination is proposed only at the end of the twelfth year, the Government recognizing the need to move away from assessment of academic quality by means of examinations alone. Should this plan be implemented, Form VI would be abolished. Consequently, undergraduate degree programs would be lengthened by one year, or for a total of four years for most programs of study. It must be emphasized that at present these proposals remain such, and no target dates have been set for implementation.

Technical Training

Several different types of institutions exist to provide craft, technical, and semi-professional training. These include trade centers, technical institutes, and technical colleges.

I. Trade Centers

Trade centers usually provide three year programs to Primary School Leaving Certificate holders in fields such as carpentry, masonry, electricity, and plumbing. The programs follow the syllabus of the City and Guilds of London Institute and lead to their examinations at the Intermediate level.*

II. Technical Institutes

These institutes also offer pre-vocational and vocational training, following similar programs to the trade centers, and leading to City and Guilds examinations, generally at the Intermediate level.

III. Technical Colleges

These are usually known as Colleges of Science and Technology. They are considered post-secondary institutions offering courses in technical fields such as civil, mechanical and electrical engineering; radio; telecommunications; health planning and commercial education. These two-year programs lead to the Ordinary National Diploma (OND). Four-year programs lead to the Higher National Diploma (HND). Entry is based on the WAEC School Certificate or equivalent i.e. G.C.E. "O" level.

Colleges of Technology are presently located in Yaba, Ibadan, Auchi, Port Harcourt, Calabar, Enugu, Ilorin, and Kaduna. OND or HND holders wishing to continue their education at one of the Nigerian universities must present the same qualifications expected of students completing Form VI - G.C.E. "A" level results or the Higher School Certificate. There is no direct entry to university for holders of technical or commercial diplomas.

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* See section on Technical/Vocational training, Chapter I.

Teacher Training

Nigeria, in an attempt to upgrade qualifications of primary and secondary school teachers has raised the entrance requirements for teacher training programs. There are presently three levels of teacher training: (a) Grade II; (b) Grade I; and (c) Advanced Teacher Training leading to the Nigerian Certificate in Education (NCE). The Teacher's Certificate Grade III is no longer offered.

I. Grade II Teacher Training

Teacher Training colleges offer programs of four to five years leading to the Teacher's Certificate Grade II. Entry is based on the Primary School Leaving Certificate to individuals who have some teaching experience. Those presenting the WAEC School Certificate or G.C.E. "O" level passes may also be admissible. In such cases the teacher training is reduced to two years.

II. Grade I Teacher Training

Teacher training colleges also provide courses leading to the Teacher's Certificate Grade I. Entrance to these programs is based upon either (a) successful completion of the Grade II Certificate program or (b) the WAEC School Certificate or G.C.E. "O" level passes in four subjects. Concurrently with teacher training courses students may prepare to sit for G.C.E. "A" level examinations.

III. Nigerian Certificate in Education (NCE)

Eight advanced teacher training colleges offer the highest grade of teacher certification, the Nigerian Certificate in Education (NCE) for secondary school instruction. The University of Lagos, College of Education, also offers NCE training. Admission to this three-year program is based upon the WAEC School Certificate or G.C.E. "O" level passes in four to five subjects. In addition to teacher training, students are expected to take two academic subjects up to the equivalent of the G.C.E. "A" level standard. The NCE program is generally considered, within Nigeria, to be the equivalent of the first year of an undergraduate bachelor's degree program in Education. Students who complete the NCE, with good results, may transfer directly into the second year of the three-year bachelor program at the College of Education, University of Lagos.

Nursing Education

A three-year post-secondary program is available leading to the Nigerian Registered Nursing Certificate. Three-year post-secondary nursing programs are also offered at the University of Lagos, Ahmadu Bello University, and the University of Ibadan, leading to the Diploma in Nursing. Diploma holders may enter programs leading to the Bachelor's degree in Nursing. Admission to both programs is based on the G.C.E. "O" level or WAEC School Certificate.

Higher Education

There are presently six universities in Nigeria offering first degrees:

The University of Ibadan
The University of Nigeria, Nsukka
Ahmadu Bello University, Zaria
The University of Ife, Ile-Ife
The University of Lagos
The University of Benin, Benin City

In 1970, prior to the creation of the University of Benin (1972), there were 12,062 students enrolled at the five universities. Primary emphasis has been given at all universities to train at the first degree level. However, master's and doctoral degrees are increasingly being given in a number of faculties.

I. Entrance Requirements

Entry to most of these universities, with the exception of the University of Benin and the University of Nigeria, is based upon presentation of five passes at the G.C.E. "O" level, or equivalent, and two Principal Passes at G.C.E. "A" level. In addition, faculty requirements exist, particularly in the science and engineering fields.

Concessional entry is possible in some faculties for those who do not meet the above requirements. In other words, candidates who do not have the G.C.E. "A" level qualifications, or Higher School Certificate, but holding the WAEC School Certificate with at least five passes including English and mathematics may take a university preliminary examination. Successful candidates are then required to do a one-year preliminary course before being admitted to the general degree program. Concessional entry is applicable to the following universities and faculties:

University of Lagos	Science Engineering Medicine
University of Ibadan	Science Engineering Agriculture
University of Ife	Most Departments
Ahmadu Bello University	Many Departments

The University of Benin and the University of Nigeria allow for entry to holders of the WAEC School Certificate or the equivalent at G.C.E. "O" level. An entrance examination is required at the University of Benin. At both institutions the preliminary year has been incorporated into a standardized four-year curriculum.

II. Degree Structure

With the exception of the University of Benin and the University of Nigeria, Nsukka, bachelor of arts or science degrees are three-year programs. The exceptions include medicine (five years); architecture (four years); veterinary medicine (five years); classics - at Ibadan (four years); agricultural economics (four years).

It should be noted that should the recommended educational changes be implemented as described under Secondary Education, section V, degree programs will be changed to four years. Entrance will be based upon completion of twelve years of education and relevant examinations.

III. Degree Classifications

Generally, degrees are ranked as follows:

First Class (Honors)	70 - 100 %
Second Class (Upper Division)	60 - 69 %
Second Class (Lower Division)	50 - 59 %
Third Class or Pass Degree	40 - 49 %

It should be noted that the Pass degree at the Universities of Benin and Ife follow a slightly different scale, and connote a grade between 35 and 39% .

Statistics on the June 1973 degree results at Nigerian universities indicate the competitive grading system - The University of Ibadan recorded 8 First Class, and 123 Second Class Upper Division degrees of a total 777 degrees conferred; Ahmadu Bello awarded 17 honors, 100 Second Class, Upper Division, and 309 Second Class, Lower Division degrees of a total of 566 degrees given.

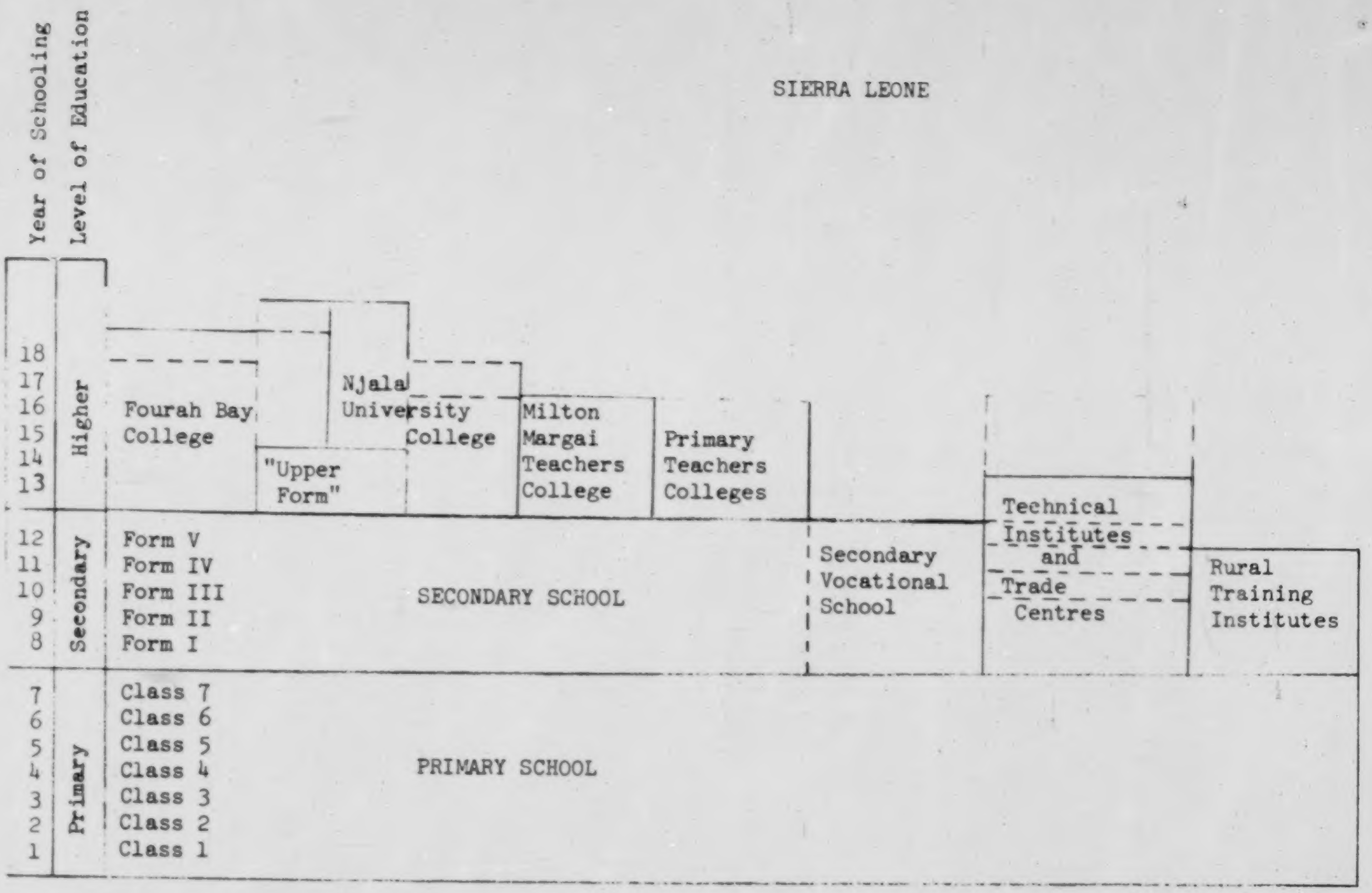
IV. National Youth Service

Since 1973 Nigeria has introduced one year of compulsory service for university graduates. (This is similar to the EUS operative in Ethiopia.) In July 1973 more than 2600 graduates became involved in the National Youth Service, performing tasks including road-building, building community or youth centers, sweeping roads, cleaning drains.

SPECIAL CHARACTERISTICS

Special mention should be made of currency regulations as currently existing in Nigeria. All students, whether sponsored or private, must make arrangements in advance of their departure for transfer of funds from the Central Bank of Nigeria. These arrangements should be made well in advance of departure, at least 60 days. The amount of exchange approved for transfer is determined by the student's total needs for an academic year. The determination is not arbitrary, but is based on the expenditure estimates provided by the accepting university. If the student has scholarship assistance, or will be receiving financial support outside Nigeria, such amounts are deducted from the estimated expenditures. Once approval is given the student receives from the Central Bank a written statement of the amount of the approval and is requested to give instructions on the manner in which remittances should be made. It should be noted that exchange approval is difficult if the student's course of study is available in his own country, or is considered non-priority given manpower requirements.

SIERRA LEONE


Year of Schooling
Level of Education
18
17
16
15
14
13
Higher
Fourah Bay College
Njala University College
"Upper Form"
Milton Margai Teachers College
Primary Teachers Colleges
12
11
10
9
8
Secondary
Form V
Form IV
Form III
Form II
Form I
SECONDARY SCHOOL
Secondary Vocational School
Technical Institutes and Trade Centres
Rural Training Institutes
7
6
5
4
3
2
1
Primary
Class 7
Class 6
Class 5
Class 4
Class 3
Class 2
Class 1
PRIMARY SCHOOL

Source: Sasnett and Sepmeyer, Educational Systems of Africa
University of California Press, 1966

CHAPTER V : SIERRA LEONE

CURRENT EDUCATIONAL STRUCTURE

Sierra Leone has a tri-partite system of education corresponding to a pattern of 7-5-2 years of education from primary entrance to completion of the secondary school cycle.

Primary Education

Although there are preliminary primary programs, e.g. nursery schools and kindergartens, these are limited to urban areas. Formal education usually begins at age 5, with primary school consisting of seven years, Classes 1 through 7. English is the medium of instruction. In 1971, there were 1,137 primary schools enrolling 166,071 pupils. At the end of the seven-year cycle, students sit for the Selective Entrance Examination administered by the West African Examination Council (WAEC). If students obtain 50% or above on the examination, they are admissible to secondary programs of study. In 1970 about 60% of those who sat for this examination were eventually offered places at secondary school.

Secondary Education

Secondary education follows the model explained in Chapter I, namely Forms I-V leading to the WAEC School Certificate, or G.C.E. Ordinary level examination and Form VI, leading to the Higher School Certificate or G.C.E. Advanced level examination. In 1970-1971 there were 91 secondary schools in Sierra Leone having a total enrollment of 33,318 pupils. However, only nine of these schools had appropriate facilities for the preparation of Form VI pupils.

Technical and Vocational Training

Sierra Leone has two technical institutes, two trade centers, and two rural training colleges providing technical and vocational training.

The Magburaka Trade Centre and the Kissy Trade Centre provide three-year programs in various fields. The Magburaka program offers specialization in (1) blocklaying and (2) carpentry and joinery. The Kissy Trade Centre gives programs in (1) blocklaying and concreting (2) electrical installation (3) carpentry and joinery (4) automobile engineering practice and (5) machine shop trade. Entry to these programs is after completion of Form III. Students receive a certificate upon completion of the three-year course. They may also enter the Intermediate examination given by the City and Guilds of London Institute.

The Freetown and the Kenema Technical Institutes offer various certificates in technical fields. In the technological section of the Freetown Technical Institute, preliminary courses of one year's duration are given in general engineering following the syllabus of the City and Guilds of London Institute. Admission is after Form V with passes in mathematics and one other science subject at G.C.E. "O" level. Two-year programs, leading to the Ordinary Technician's Diploma (OTD) of the City and Guilds of London Institute, are offered in (1) building and civil engineering and (2) mechanical and electrical engineering. Admission is based upon the WAEC School Certificate or G.C.E. "O" levels with passes in English Language, mathematics, and one other relevant science subject. Alternatively, graduates of the preliminary course may be admissible.

The Kenema Technical Institute provides three-year programs leading to a certificate in (1) cabinet making, (2) blocklaying and concreting (3) painting and decorating and (4) plumbing in tropical areas. Admission is after completion of Form III. Students may sit for the Intermediate examination of the City and Guilds of London Institute. There is also a one-year basic course offered in (1) automotive engineering, (2) mechanical engineering and (3) electrical engineering with the same conditions of entry. Graduates of this basic course can continue for the certificate in (1) automotive engineering practice (2) electrical installation or (3) mechanical engineering class practice. This is a two-year program leading to the Intermediate examination of the City and Guilds of London Institute.

Teacher Training

Teacher training in Sierra Leone is provided at two levels through the teacher training colleges, of which there are seven in existence, and the Milton Margai Teachers College. The basic teacher training program, leading to the Teachers Certificate of the Ministry of Education (TC), is a three-year course of study at Teacher Training Colleges, with the exception of the Freetown Teachers College which conducts the same program over a four-year period of time because many students are concurrently employed. Entrance is based upon G.C.E. "O" level passes in two subjects including English language , or a pass on an entrance examination. The Teachers Certificate provides qualifications for primary school teaching. The seven teacher training colleges are:

Freetown Teachers College - Freetown

Catholic Training College - Bo

Bo Teacher Training College- Bo

Union College - Bunumbu

Government Training College- Magburaka

St.Augustine Training College-Makeni

Women Teachers College - Port Loko

Teachers for the lower Forms of secondary schools follow a three-year program leading to the Higher Teachers Certificate (HTC) of the Ministry of Education at the Milton Margai Teachers College, Goderich. Specialization is offered in education, English, history, religious knowledge, French, geography, mathematics, biology, chemistry, physics, rural science, home economics, arts and crafts, music and physical education. Admission is for those presenting four G.C.E. "O" level passes including English language.

Nursing and Mid-Wife Training

Nurses and mid-wives are trained at two levels. The National School of Nursing in Freetown, provides programs leading to the Certificate of the Sierra Leone Nurses Board as State Registered Nurses (SRN). Admission is based on four "O" level passes including English language. The program is of three years' duration.

The National School of Nursing and the Nixon Memorial Hospital in Segbwema offer courses leading to the Certificate of the Sierra Leone Nurses Board as State Enrolled Nurses (SEN). Admission is based upon completion of Form IV and an entrance examination in English and arithmetic, for applicants between the ages of 18 - 35. The program is of two years' duration with six months of post basic training in (1) midwifery, (2) operating theatre, (3) public health and/or (4) out patients department. Generally females take the six-month program in midwifery and males take three months of each of the other three specializations.

Higher Education

There are two constituent colleges of the University of Sierra Leone - the Fourah Bay College and the Njala University College. The two colleges consist of the following faculties:

Fourah Bay College	Njala University College
Faculty of Arts	Faculty of Agriculture
Faculty of Economic & Social Studies	Faculty of Education
Faculty of Pure & Applied Sciences	

I. Admission Requirements

The general entrance requirements are similar at both institutions, namely, five Ordinary level passes or the WAEC School Certificate with five credits, including the English language, chosen from an approved list, depending upon the faculty in which the candidate plans to be enrolled. These passes must be obtained in not more than two sittings. Njala University College requires a pass in either mathematics or a science subject in addition to the English language. Candidates who do not present a pass in the English language but have fulfilled the other requirements may sit for a college entrance test in English language to satisfy the requirement. Entry is also possible, under special circumstances, if candidates fail to meet the formal entry requirements but pass a special examination given by the faculties of the University. In addition to these general requirements, special faculty requirements must be met.

II. Degree Structure

Programs of study leading to the bachelor's degree are of four years'duration - the Preliminary Year, the Intermediate Year, the Qualifying Year and the Final Year. Bachelor of Science Honors programs, available in the fields of botany, chemistry, geography, geology, mathematics, physics and zoology, at Fourah Bay College, are five-year programs. Two years of honors work are undertaken after the Qualifying Year.

At Njala University College, in both the Faculty of Agriculture and the Faculty of Education, the years follow a slightly different terminology, corresponding more closely to the American system of undergraduate education. The four years of the bachelor of science or bachelor of arts degree are called First, Second, Third and Fourth years. No honors degree programs are provided at Njala.

Both colleges also provide for certificate and diploma courses. The diploma in education program offered by Fourah Bay College is a one-year course following university graduation corresponding to a similar program offered at Njala University College leading to the Post Graduate Diploma in Agricultural Education.

A three-year diploma program in engineering is available at Fourah Bay College for holders of the School Certificate with four credits or the equivalent G.C.E. qualifications including physics and mathematics. A similar program leading to the diploma in aquatic biology and fisheries is also available. Njala provides two-year certificate programs in agriculture and home economics to those who have completed Form IV and who pass a personal interview.

III. Grading System

Njala University College issues a transcript similar to the American one. Grades are recorded on a scale of 1-5 in alphabetical terms. According to the grading system, A is Excellent (5); B - Good (4); C - Fair (3); D - Barely Passed (2); and F - Fail (1).

Fourah Bay College follows the scale below:

A - over 69%
B - 69 - 60%
B - 59 - 50%
C - 49 - 45%
C - 44 - 40%
D - 39 - 35%
E - Below 35% (Grades D and E are failure)

SPECIAL CHARACTERISTICS

Students receiving scholarships are expected to attend the University of Sierra Leone if the course is available. It is only in those instances where particular course needs cannot be met that a government-supported student is encouraged to study abroad. In such instances manpower needs also have a major consideration. Private students who wish to study abroad should have no problem. However, such students should arrange well in advance (a month or two) to have their funds transmitted by the Bank of Sierra Leone.

CHAPTER VI : PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. Applicants who hold the West African Examinations Council (WAEC) School Certificate may be considered for freshman level admission provided the certificate contains no less than five passes with credit. The five passes with credit should include one in English Language and one in at least four other distinct academic subjects. The aggregate of English Language and the best four academic subjects should not be more than 30 (5 subjects times the grade of 6, the lowest credit mark) and be in Division I and II.*

II. Applicants who hold the General Certificate of Education (CCE) may be considered for freshman level admission provided the certificate represents not less than five G.C.E. Ordinary, "O" Level, passes in five distinct academic subjects, including English Language, obtained in one or more examination sittings.

III. Applicants who hold the West African Examinations Council (WAEC) General Certificate of Education with passes at Advanced, "A" Level, and Ordinary, "O" Level, in five or more distinct academic subjects may be considered for admission with advanced standing credit of six to twelve semester hours for each subject presented at "A" Level. However, such advanced credit should be restricted to subjects in which the applicant has earned grades of A, B, C, or D. A grade of E or Subsidiary pass should not be considered for advanced credit. It should be noted that science subjects may be graded twice; the first grade obtained in the subject as a whole, the second representing the practical test. Applicants with E or Subsidiary pass are stronger candidates than those with "O" Level pass.

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*The recommendations are based on the WAEC 1972 and 1973 syllabi.

Transfer Level Admissions

I. Applicants who hold the Higher National Certificate (HNC), The Higher National Diploma (HND), or Associate Membership in any Professional Institution may be considered for admission with advanced standing. However, these credentials are offered in a variety of subject areas, some of which are not applicable to undergraduate degree programs. Any consideration for admission should therefore be determined upon a thorough review of the applicant's individual curriculum and examination papers.

II. Applicants who have successfully completed the first or second year of a three-year undergraduate program may be considered for admission with advanced standing of not more than thirty or sixty semester hours respectively. Universities may offer three-,four-,or five-year undergraduate degree programs varying on the level of entry and the field of specialization.

Graduate Level Admissions

I. Applicants who hold a First or Second Class Degree may be considered for admission to graduate programs.

II. Applicants who hold a Third Class or Pass degree should not normally be considered for admission. However, in exceptional cases, non-academic aspects of the applicant's background may merit consideration.

Special

Freshman Level Admissions (Ghana)

I. Applicants who hold the Teacher's Certificate "A" (Post-Secondary) and the Specialist Teacher's Certificate may be considered for freshman level admission. Such applicants may also be considered for advanced standing based upon validating examinations.

The Teacher's Certificate "A" with the Middle School Leaving Certificate (MSLC) should not be considered for admission.

II. Applicants presenting credentials issued by Ghanaian hospitals should not be considered for admission unless they qualify on the basis of the School Certificate or G.C.E. with five "O" levels.

Transfer Level Admissions (Ghana)

I. Applicants who have successfully completed the preliminary year at the University of Cape Coast may be considered for transfer to the sophomore year of undergraduate study with not more than thirty semester hours of credit.

II. Applicants who have successfully completed the second year at the University of Ghana or the University of Science and Technology may be considered for transfer to the senior year of undergraduate study. However, it may be difficult to obtain a statement of the applicant's standing at the end of the second year, since final examinations at these universities are normally only written at the end of the first and third years of study.

Graduate Level Admissions (Ghana)

Applicants who hold the Post Graduate Certificate in Education (PGCE) or the sequential Diploma in Advanced Study of Education (DASE) from the University of Cape Coast may be considered for admission to graduate work in education or in their field of academic specialization.

Freshman Level Admissions (Nigeria)

I. Applicants who hold the Teacher's Certificate Grade I may be considered for freshman level admission with advanced standing of six to twelve semester hours in each academic subject presented at "A" level. Such applicants may also be considered for credit in education courses.

II. Applicants who hold the Nigeria Certificate in Education (NCE) from all Advanced Teacher Training Colleges and Institutes of Education may be considered for admission with advanced standing of six to twelve semester hours in academic subjects with grades of Distinction, Credit, and Merit. Such applicants may also be considered for credit in education courses. Applicants presenting the NCE are normally stronger candidates than those holding the Teacher's Certificate Grade I.

III. Applicants who hold the Teacher's Certificate Grade II or Grade III, or credentials from the National Teachers Training College, should not be considered for admission.

IV. Applicants who hold the First Diploma in Nursing may be considered for admission with advanced standing of six to twelve semester hours in academic subjects.

Transfer Level Admission (Nigeria)

Applicants who hold the Nigeria Certificate in Education (NCE) from the University of Lagos may be considered for admission with advanced standing of not more than sixty semester hours.

Graduate Level Admission (Nigeria)

Applicants who hold the Post Graduate Diploma or Certificate in Education from the Universities of Ibadan, Ife, and Nigeria, may be considered for admission to graduate work in education or in their field of academic specialization.

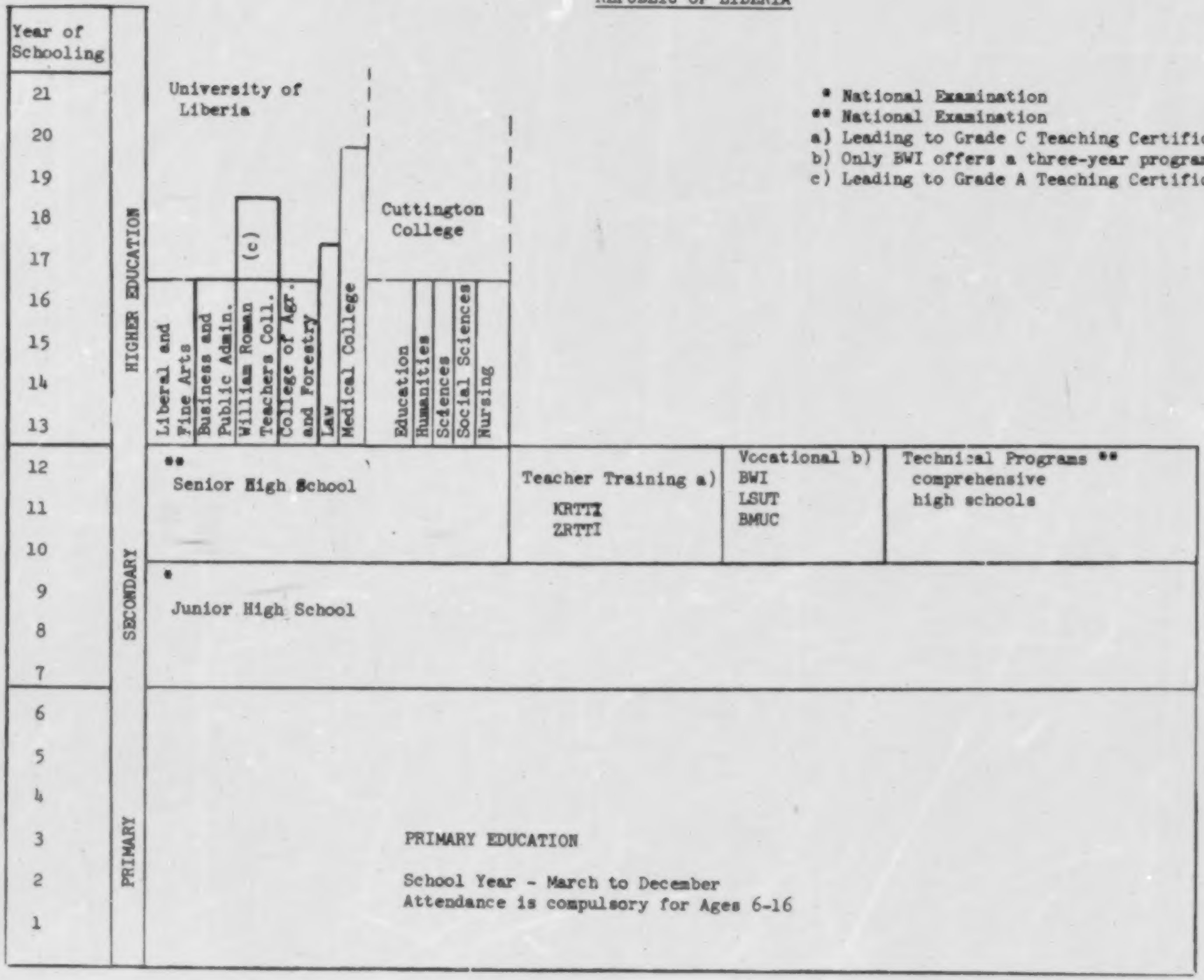
Freshman Level Admission (Sierra Leone)

Applicants who hold the Higher Teacher's Certificate (HTC) may be considered for freshman level admission. Such applicants may also be considered for credit in education courses.

Technical/Vocational

Institutions offering programs of technical-vocational training may wish to consider applicants for admission who hold higher level certificates or diplomas issued by the City and Guilds of London Institute or the Royal Society of Arts. These credentials should be evaluated with extreme caution. Low level certificates should not generally be considered for admission (see pp. 20-24).

REPUBLIC OF LIBERIA


Year of Schooling
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
HIGHER EDUCATION
SECONDARY
PRIMARY
University of Liberia
Liberal and Fine Arts
Business and Public Admin.
(c)
William Roman Teachers Coll.
College of Agr. and Forestry
Law
Medical College
Cuttington College
Education
Humanities
Sciences
Social Sciences
Nursing
**
Senior High School
Teacher Training a)
KRTTI
ZRTTI
Vocational b)
BWI
LSUT
BMUC
Technical Programs **
comprehensive high schools
*
Junior High School
PRIMARY EDUCATION
School Year - March to December
Attendance is compulsory for Ages 6-16

* National Examination
** National Examination
a) Leading to Grade C Teaching Certificate
b) Only BWI offers a three-year program
c) Leading to Grade A Teaching Certificate

CHAPTER VII : LIBERIA

GENERAL BACKGROUND

Liberia is a small country located on the bulge of the west coast of Africa. Bounded by Sierra Leone, Guinea, and Ivory Coast, Liberia's 43,000 square miles are inhabited by approximately 1,500,000 people.

Historically 15 to 30 indigenous tribes, each speaking distinct languages have inhabited Liberia. In 1820 the private American Colonization Society sought to establish a haven for freed slaves from the United States. Three years later the first permanent settlement was established in Monrovia. The early history of Liberia is punctuated with wars between the settlers, known for many years as the "Americo-Liberians", and the various indigenous peoples. In 1947 the colonists declared the independence of Liberia, the first African republic established for "free people of color". For many years to come the elite minority of Americo-Liberians dominated the coastal areas leaving the development of the interior to the several hinterland tribes.

Liberia has adopted a political structure parallel to that of the United States. English was adopted as the official language and became the lingua franca among mixed groups of indigenous peoples as well.

CURRENT EDUCATIONAL STRUCTURE

The educational system of Liberia is patterned on that of the United States, as adapted to national needs, in view of Liberia's historical relationship with the United States of America. Instruction at all levels is in English.

The educational system has been under constant review and change since the first general Education Act of 1912. Several modifications have been implemented at various levels, and a further revision will be made in 1975. The present structure follows the sequence 2-6-3-3 from the pre-school level through the end of secondary school. The system previously was 2-8-4. The major innovation has been the establishment of an intermediate level, junior high school, between primary and higher secondary school.

Liberia's educational institutions are operated and governed by four different types of agencies:

1) The Government - Operates 70% of all elementary schools and 46% of secondary schools (both enrolling 67% of all pupils).

2) Religious Groups -Christian and Moslem groups operate 16% of the elementary schools, 38% secondary schools.

3) Private Companies-Provide elementary and secondary schools, if employing more than 25 people.

4) Private Schools - Exist in urban centers, primarily for evening courses.

The Liberian school year begins in early March and lasts until mid-December, at all levels. The academic year is divided into two semesters - March to mid-July, and early August to mid-December.

Pre-Primary Education

Opportunities at the pre-school level include (1) nursery school programs for children of the ages 2 to 3, (2) kindergarten classes, usually of two years' duration for children of the ages 4 - 5. Pre-school classes serve an important language-training function for pupils having limited English-speaking abilities. Remedial work is provided to those requiring proficiency prior to primary school enrollment.

Primary Education

Elementary or primary education is a six-year program for six-year-olds. Language arts, mathematics, social studies, science, physical education and health, form the basic components of the curriculum. Instruction is a minimum of five hours per day. It should be noted that the curriculum for all schools, whether private or public, is sanctioned and prescribed by the Ministry of Education.

1971 statistics indicated that there were 128,755 students enrolled in both the pre-school and elementary schools. Liberia has approximately 910 elementary schools. 25% of Liberian school age population is serviced by the Monrovia Consolidated School System. Only 50% provide complete programs of study through the sixth grade level.

Promotion to secondary school is based on academic school work. Previously a National Examination was administered at the end of Grade 6, but has been discontinued since 1973. To the extent that the curriculum and syllabi are controlled by the Ministry of Education, uniformity of instruction amongst primary schools is ensured despite the absence of a National Examination.

Post Primary Technical Training

A new program of vocational and technical training has recently been instituted for over-age elementary school graduates who will not continue to secondary school. This Basic Craft Program offers a program of two years' duration in specializations such as (1) metalwork (2) woodwork (3) general mechanics and (4) home economics. It is particularly geared to rural areas.

Secondary Education

Liberia's secondary school program corresponds to the United States model of junior and senior secondary school. During junior high school - grades 7-9, general education is provided. Students pursue a variety of educational streams in senior high school. Since many pupils do not begin their formal primary education at age six, particularly in the rural areas, many over-age students may be enrolled. The intent of introducing the junior high school level, in 1960, was to introduce general courses in various fields including vocational and teacher training such that students could be better oriented for senior high school programs.

Graduation from junior high school is based upon satisfactory results on the National Examination, given at the end of grade 9 (refer to pp.64, National Examination, for description). In the future, under a proposed curriculum revision plan, emphasis will be on aptitude testing at this level, with achievement testing reserved for the senior high school level. Junior High School Certificate holders are eligible to enter Senior High School where they may pursue one of three different streams.

I. Senior High School - Academic Programs

Liberia has comprehensive high schools which offer college preparatory academic streams in conjunction with technical programs. Presently a general curriculum for the last three years of high school prevails, governed by entrance requirements of the University of Liberia. All students follow a core curriculum regardless of ability or interests. By 1975 three fields of concentration, within the academic stream, will be created. After the first year of senior high school, students will specialize in (1) science and mathematics, (2) social studies, or (3) liberal studies.

The major objective of the intended curriculum revision is to modify course requirements according to the field of study which students hope to pursue at the post-secondary level. There will be also an increase in the number of units required for graduation. Presently the core curriculum consists of a minimum of 90 secondary school units distributed over a three-year period. The unit stands for a credit received for any subject taken for a minimum of 45 minutes a day, once a week, for a school year of 36 weeks. The present curriculum is the following:

Mathematics	15 units
English & Literature	15 units
Science	15 units
Social Studies	15 units
French	12 units
Physical Education	6 units
Electives	12 units

The National Examination is administered to all students who successfully complete coursework at senior high school. (See pp.64, National Examination for discussion.)

The grading system utilized at senior high schools and comprehensive high schools is: A - 90-100 (Excellent); B - 80-90 (Good) and C - 70-80 (Pass).

It is suggested that due to (a) variance in the quality of teachers, (b) differences in grading practices, (c) facilities and resources affecting a school's ability to offer curricula necessary for secondary training, and (d) performance, on a school basis, on the national examination, candidates from various secondary schools may have widely differing qualifications for university entry.

II. Senior High School - Vocational and Technical Programs

Vocational and technical training is available through two channels: (a) the comprehensive high schools offering vocational/technical streams and (b) technical or vocational training institutes.

A) Comprehensive High School

The vocational/technical stream of the senior high school (comprehensive high school) consists of 50% academic work - college preparatory, and 50% technical training and practical work. These students will, upon completion of grade 12, meet basic university entrance requirements but have, in addition, semi-skilled vocational training useful for either employment or enrollment in the technical and scientific faculties of the University of Liberia. Upon completion of Grade 12, pupils sit for the National Examination.

Under the revised plan students in the technical/vocational stream will be able to concentrate, during grade 11 and 12, in one of the following areas: (a) agriculture, (b) building trades, (c) pre-engineering, (d) business education, (e) home economics. The same number of credit units as those in the academic streams will have to be met. Nevertheless, the new plan providing for a concentration sequence, will allow greater specialization.

B) Vocational/Technical Institutes

Three vocational schools exist for holders of the Junior High School Certificate. The Booker Washington Institute (BWI) offers 11 fields of vocational training. The Liberian Swedish Vocational Training Center (LSVT) at Yekepa, Nimba County, provides for five specializations with the possibility of on-the-job training with the LAMCO Mining Company. The Bong Mine Vocational Center at the Bong Mine in Montserrado County gives in-service practical training to employees.

Only the Booker Washington Institute (BWI) offers full secondary program through grade 12. Entry is based upon the Junior High School Certificate, aptitude testing and academic performance during junior high school.

The curriculum at all three institutions is 75% practical training, and 25% theoretical. Graduates are expected to enter the labor market as skilled craftsmen.

III. Teacher Training Programs

Teacher training programs are available at two institutions, (a) the Kakata Rural Teacher Training Institute (KRTTI), located at Kakata, Montserrado County and (b) the Zorzor Teacher Training Institute (ZRTTI), at Zorzor, Lofa County.

The curriculum consists of 60% basic education in various academic subjects and 40% coursework representing professional training. Programs are of three years' duration after completion of junior high school. Entry does not require success on the National Examination given at grade 9. In-service and pre-service training is also available for students enrolled in senior high school. Graduates of the teacher training program receive the Grade C Teaching Certificate and are qualified to teach at primary level. The main subjects studied are English and literature, mathematics, science, social studies, and semi-professional fields - education, agriculture, health and physical education, home economics, adult literacy, and arts and crafts. This program will eventually be upgraded to a post-secondary two-year program.

Graduates of these teacher training institutes are usually required to teach for the Government for a minimum period of three years before being eligible to apply for university studies. If admitted to the University of Liberia, these candidates are normally required to do remedial work to make up certain deficiencies, depending upon the faculty entered.

The National Examination

The National Examination was instituted by the Ministry of Education in 1961 to provide a national and uniform means of comparing secondary school graduates and to test students in various subject areas. Since its establishment, the National

Examination has been given at three levels - grade 6, grade 9, and grade 12. Currently the examination is given only after grade 9 and grade 12. The National Examination is required of all students completing the prescribed coursework at a formal institution. These examinations lead to the Junior or Senior High School Certificates. The tests at both levels cover four basic subjects: (a) mathematics, (b) science, (c) social studies and (d) language arts.

I. Junior High School National Examination

Within the four subject areas mentioned above, the more specific tests consist of the following:

General Mathematics	arithmetic, geometry, algebra, vocabulary and definition
Language Arts	sentence and word meaning, grammar, reading and composition
Social Studies	Liberian geography and history, African history and geography, World geography and history
General Science	measurement in science, inner pressure, concepts on laws of fluids, climate and weather, concepts of heat, light and sound, electricity and magnets, nature and uses of chemicals; activities of living things.

A Junior High School Certificate is awarded on the combined coursework/examination results. Academic coursework counts 75% (minimum pass of 70% in each course) and examination results are weighted 25%. Students are expected to obtain a combined average of 65%. Students having failed one academic subject, but passing the National Examination, are allowed to continue to the next class. However, if 70% in two major academic subjects has not been maintained, deficiencies must be made up by enrollment during vacation periods, in intensive remedial work. Alternatively, an additional semester of work may be required.

II. Senior High School National Examination

As for the Grade 9 National Examination, the national examination at Senior High School level counts for 25%, and academic coursework for 75%, in the final determination of eligibility for the Senior High School Certificate. An average of 65% minimum is required, on combined coursework/examination results. Requirements regarding coursework are however more rigid at this level. A student must make up deficiencies for any academic subjects failed, either through summer accelerated courses, or by continuing for an additional semester prior to graduating.

Testing includes the following compulsory subjects:

Mathematics	Arithmetic, algebra, plane geometry, trigonometry
Sciences	Biology (Chemistry and Physics are optional subjects)
Social Studies	Geography, world history, economics
Language Arts	Sentence and word meaning, grammar, spelling, reading, literature
French	Idiomatic expressions, grammar.

In the future certain changes will be instituted to conform to the curriculum revision plan. The National Examination at junior high school level will primarily be aptitude testing to channel students into appropriate fields. At the senior high school level, additional subject examinations will be developed in accordance with new subjects offered. Students will be required to take those subjects appropriate to the core courses in their fields, and those related to subjects studied under what will be called the Concentration Requirements.

University Education

Post-secondary education in Liberia is offered by two institutions: (1) The University of Liberia and (2) Cuttington College. A third institution, Maryland College of Our Lady of Fatima was a four-year institution offering the B.S. in Education until phased out in 1971.

I. University Entrance Requirements

Applicants to the University of Liberia and Cuttington College must possess the Senior High School Certificate, and present a minimum of 16 units in the following fields:

English	4	Science	3
Mathematics	3	Social Studies	2
Foreign Language	2	Elective	2

and pass an admissions and placement examination administered by each institution, in February, as an entrance examination.

The Admissions and Placement Test at the University of Liberia consists of testing in English and mathematics. The University of Liberia insists on 70% minimum on the English part and 58% minimum in mathematics. If the applicant falls below these scores in one category but passes in the other he might, under special circumstances, be admitted with the requirement of meeting deficiencies by remedial work. The maximum points obtainable are 200, each subject being graded on a scale of 100. As an example of the selectivity of this examination, of 961 sitting for the examination in 1970:

125 candidates passed, with minimum scores in both subjects
125 candidates passed in one but fell below the minimum score in the second subject
150 candidates failed both subjects but maintained a minimum combined score of 100.*

The University of Liberia and Cuttington College recognize the WAEC examinations. Holders of these credentials must present the following to gain entry:

A) G.C.E. Ordinary Level

five to seven passes are required at "O" Level in relevant fields. This is considered equivalent to qualifications offered by Liberian high school graduates. However, all subject passes must be with grades of 1-4.

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*Presentation by Dr. Hoff to the African Credentials Workshop

As nationals, candidates offering these qualifications must take the Admissions and Placement Examination.

B) G.C.E. Advanced Level

Holders of passes in two or more subjects are exempted from the Admissions and Placement Examination, provided the grades are A-D. "A" level passes with these grades are considered the equivalent of college level coursework for which the candidate may receive advanced standing up to the sophomore level. Nevertheless, consideration of advanced standing is also based on the distribution of subjects offered. Subject examinations in Bible, vernacular and/or Oral English are not considered for advanced standing credit.

II. University Structure and Faculties

A) University of Liberia

The University of Liberia offers four-year degree programs through the following Colleges:

1) The College of Liberal and Fine Arts, maintaining a Science Division
2) The College of Business and Public Administration
3) Teachers College
4) The College of Agriculture and Forestry,

In addition, the University offers a law degree - L.L.B., which is a three-year program for those completing two years of general college training, and who perform satisfactorily on a law aptitude test. The University of Liberia also operates a medical school, since 1970, the A.M. Dogliotti Medical College, graduating the first class in 1973. Medical applicants must, in addition to the general admissions requirements of the University, as outlined above, (a) have completed three years of successful work at college level in the natural sciences and (b) pass an aptitude test. The medical program is four years after the initial three years of general undergraduate work. Medical training is provided at the John F. Kennedy Hospital.

The basic curriculum in these faculties is similar to that offered by American undergraduate institutions. The philosophy is for students to do a general program during the first two years, and to pursue specialization in the final two years.

B) Cuttington College

This was once known as Cuttington College and Divinity School, but the Divinity School was closed in 1944. As the University of Liberia, four-year undergraduate degree programs are offered in the following Divisions:

1) Education
2) Humanities
3) Sciences
4) Social Sciences
5) Nursing.

III. Grading System

The University of Liberia has a grading system based on a scale of 0 - 4; Cuttington College follows a scale of -1 - 3:

University of Liberia	Cuttington College
A - 4	A - 3
B - 3	B - 2
C - 2	C - 1
D - 1	D - 0
F - 0	F - -1

Teacher Training Programs

As noted earlier the University of Liberia offers a four-year degree program leading to the B.Sc. in Education through the William V.S. Tubman Teachers College.

A two-year certificate course is offered at the University of Liberia for university graduates, leading to the Grade A Teaching Certificate, the highest level of teacher certification presently offered in Liberia. The curriculum provides educational psychology, history of education, principles of education, school administration, methods of teaching in a major subject, and supervised teaching.

In-service teacher training is also given by the University of Liberia for students having completed two years of college work. The program offers principles of education, history of education, philosophy of education, special methods, and supervised teaching. Completion of the course leads to the Grade B Teaching Certificate.

Paramedical Programs

The Tubman National Institute of Medical Arts, (TNIMA), affiliated with the University of Liberia, offers a three-year certificate program in professional nursing and environmental health. Graduates of the nursing program are required to pass a Liberian State Board Examination before becoming registered nurses. A three-year nursing program is also organized by the Firestone Plantation Hospital at Harbel. A bachelor's degree program in Nursing is offered at Cuttington College.

CHAPTER VIII : LIBERIA

PLACEMENT RECOMMENDATIONS

Inasmuch as the educational system of Liberia is similar to that of the United States, it is recommended that the credentials be evaluated in the same manner.

Freshman Level Admissions

I. Graduates of academic or comprehensive high schools ranking in the top fourth of their class may be considered for freshman admission.

II. Graduates of teacher training high schools with superior grades, and ranking in , or near , the top tenth of their class, may be considered for freshman admission. Such students may have certain deficiencies in areas other than education.

III. Applicants should present the following documents with their application:

A) High school transcript with rank in class indicated; where rank in class is not indicated, this should be requested of the high school principsl.

B) Copy of the Senior High School Certificate issued by the Ministry of Education.

C) Scores on the Twelfth Grade Liberian National Examination. These scores may be requested by an educational institution only from the Director of Evaluation and Guidance Services, Ministry of Education. These scores are generally not recorded on the high school transcript but, if so recorded, may be acceptable in such form. Applicants who are unable to present these scores should not be disqualified from consideration.

Transfer Level Admissions

I. Undergraduate students at the University of Liberia, and Cuttington College, ranking in the top fourth of their class may be considered for admission as transfer students. Advanced credit for courses completed with grades of "C" or better at these institutions may be awarded after a personal interview and/or validating examinations.

II. Nurses who have completed the three-year post-secondary nursing course, and passed the State Board Examination, may be considered for transfer to an undergraduate degree program in nursing. It is recommended that credit be awarded only after a personal interview, and validating examinations.

III. Holders of the two-year post-secondary Grade B Teaching Certificate may be considered for transfer to an undergraduate degree program in Education. It is recommended that credit be awarded only after a personal interview and/or validating examinations.

Graduate Level Admissions

I. Graduates of the University of Liberia, and Cuttington College, who rank in the top fourth of their class may be considered for graduate admission.

II. Applicants should present a complete transcript of undergraduate work. When rank in class is not indicated, it may be obtained upon request from the Registrar of the institution.

Technical, Vocational, and Commercial Admissions

I. Graduates of vocational, technical, and commercial high schools ranking in the top half of their class may be considered for admission to a technical, vocational, or commercial program of studies where academic achievement in non-technical subjects has been demonstrated by reference to the transcript.

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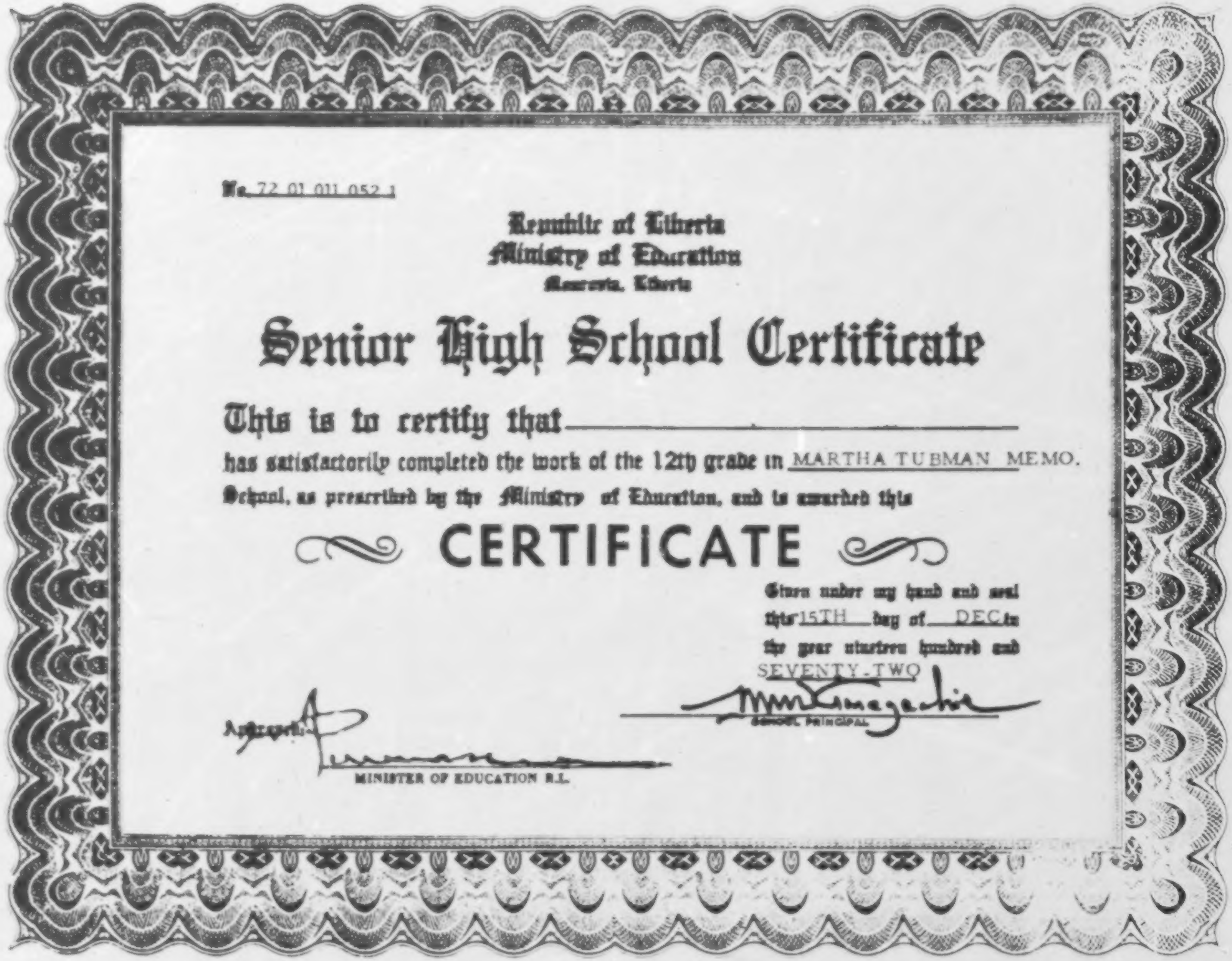


No. 72 01 011 052 1

Republic of Liberia
Ministry of Education
Monrovia, Liberia

Senior High School Certificate

This is to certify that ____________________
has satisfactorily completed the work of the 12th grade in MARTHA TUBMAN MEMO.
School, as prescribed by the Ministry of Education, and is awarded this

CERTIFICATE

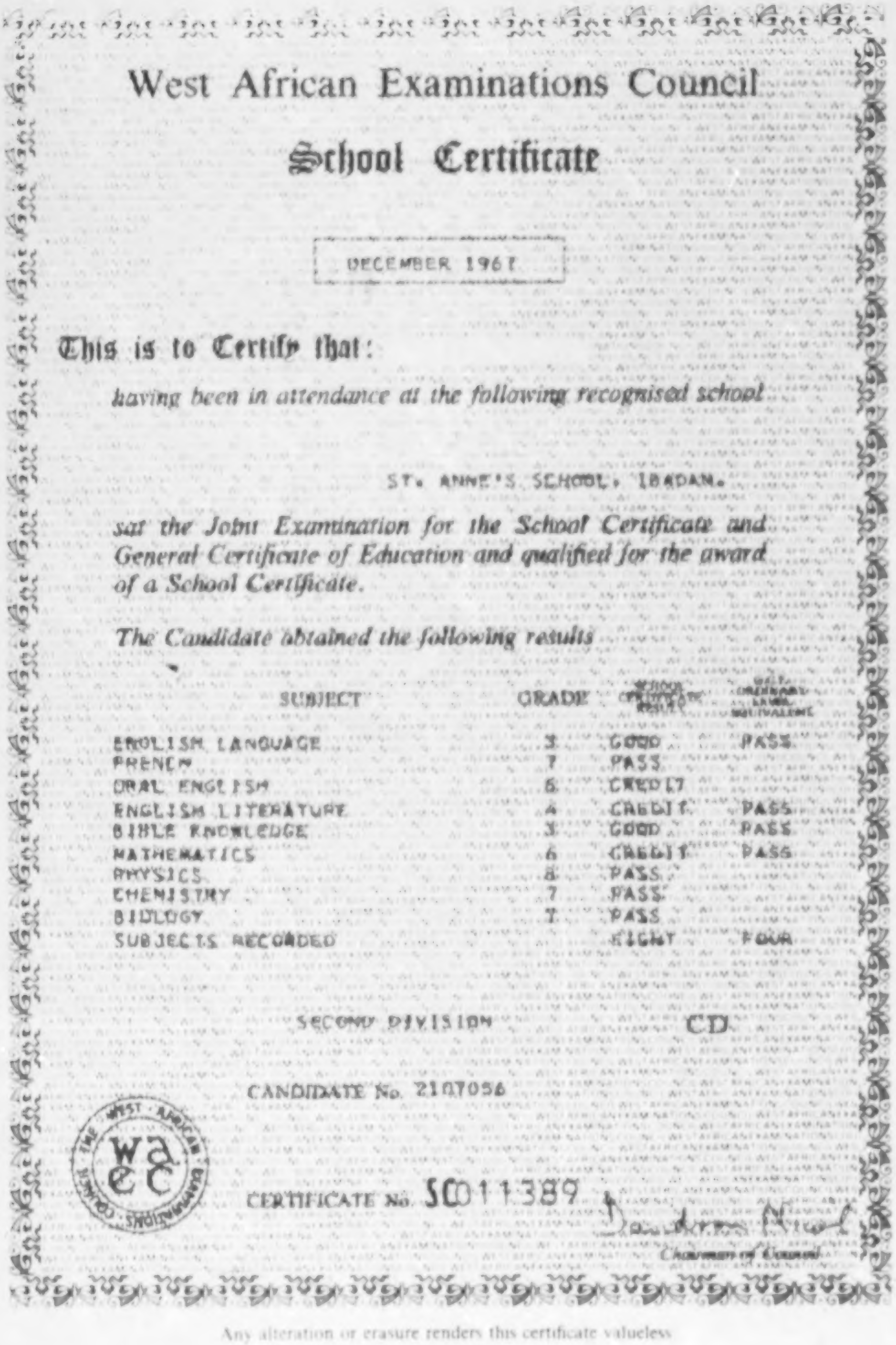
Given under my hand and seal
this 15TH day of DEC in
the year nineteen hundred and
SEVENTY-TWO

SCHOOL PRINCIPAL

Approved:

MINISTER OF EDUCATION R.L.

BEST COPY AVAILABLE



West African Examinations Council

School Certificate

DECEMBER 1967

This is to Certify that:

having been in attendance at the following recognised school

ST. ANNE'S SCHOOL, IBADAN.

sat the Joint Examination for the School Certificate and General Certificate of Education and qualified for the award of a School Certificate.

The Candidate obtained the following results

SUBJECT	GRADE	SCHOOL CERTIFICATE RESULT	G.C.E. ORDINARY LEVEL EQUIVALENT
ENGLISH LANGUAGE	3	GOOD	PASS
FRENCH	7	PASS	
ORAL ENGLISH	6	CREDIT	
ENGLISH LITERATURE	4	CREDIT	PASS
BIBLE KNOWLEDGE	3	GOOD	PASS
MATHEMATICS	6	CREDIT	PASS
PHYSICS	8	PASS	
CHEMISTRY	7	PASS	
BIOLOGY	7	PASS	
SUBJECTS RECORDED		EIGHT	FOUR

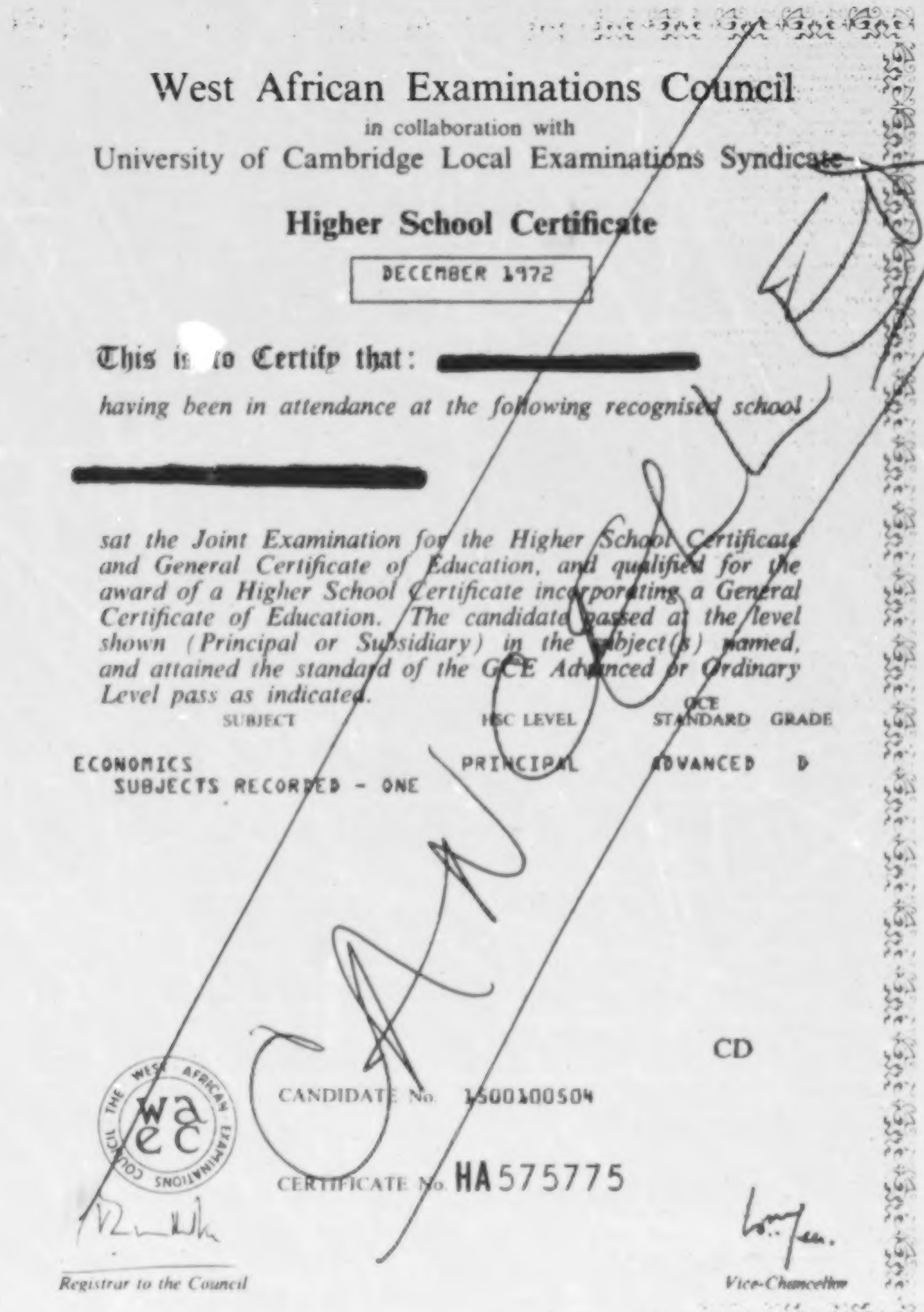
SECOND DIVISION CD.

CANDIDATE No. 2107056

CERTIFICATE No. SC011389

Davidson Nicol
Chairman of Council

Any alteration or erasure renders this certificate valueless



West African Examinations Council

in collaboration with

University of Cambridge Local Examinations Syndicate

Higher School Certificate

DECEMBER 1972

This is to Certify that: [redacted]

having been in attendance at the following recognised school

[redacted]

sat the Joint Examination for the Higher School Certificate and General Certificate of Education, and qualified for the award of a Higher School Certificate incorporating a General Certificate of Education. The candidate passed at the level shown (Principal or Subsidiary) in the subject(s) named, and attained the standard of the GCE Advanced or Ordinary Level pass as indicated.

SUBJECT	HSC LEVEL	GCE STANDARD	GRADE
ECONOMICS	PRINCIPAL	ADVANCED	D

SUBJECTS RECORDED - ONE

CD

CANDIDATE No. 1500100504

CERTIFICATE No. HA575775

Registrar to the Council

Vice-Chancellor

CANCELLED

BEST COPY AVAILABLE

7762

WEST AFRICAN EXAMINATIONS COUNCIL
PRIVATE MAIL BAG NO. 1022
YABA - LAGOS

L/IR/3/HSC/GCE | vol. 4/223   17th December, 1973

CONFIDENTIAL

Director of Admissions,
Morgan State College,
Baltimore, Maryland, 21212,
U.S.A.

NOTE: This Statement of Result MUST NOT be transferred to the person in respect of whom it has been issued.

Dear Sir/Madam,

HSC/GCE Examination Results 1971

I have been directed by ______________________ of ______________________ to furnish you with the details of his/ performance at the 1971 Higher School Certificate/GCE Examination.

Our records show that ____ ________ sat for the said examination at Dennis Mem. Gram. School, Onitsha in November/December, 1971 and his/ examination number was N358 /533 . Details of his/ results are as follows:-

SUBJECT	GRADE	RESULT
Physics	E	Principal Pass
Chemistry	D	Principal Pass
Botany	O	Subsidiary Pass
Zoology	D	Principal Pass
General Paper	6	Subsidiary Pass

OVERALL RESULT:- H. S. C.

INTERPRETATION OF RESULTS

GRADES:- Grades A,B,C,D and E are Principal level pass grades in descending order of merit. O denotes a pass at the subsidiary level. F is a failure grade. In subsidiary subjects and General Paper, grades 1,2,3,4,5 and 6 are subsidiary level pass grades in descending order of merit; grades 7,8 and 9 are failure grades.

As we have no means of checking whether or not the applicant is the person who sat for the examination, you will have to satisfy yourself that he/ and ______________________ of our records are one and the same person.

You are to ensure that this statement of result is not directly or indirectly communicated to the candidate.

Yours faithfully,

F. A. CHIJIOKE
Ag. EXAMINATIONS CONTROLLER
for SENIOR DEPUTY REGISTRAR

S. A. OGUNKO
CHECKED BY
ISSUES & RECORDS OFFICER

CAO/VO/PS

CHANGING EDUCATIONAL HORIZONS

INSTITUTE OF EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF NIGERIA, NSUKKA

NIGERIA CERTIFICATE IN EDUCATION

This is to certify that

of the Advanced Teacher Training College, Owerri fulfilled the requirements for the Nigeria Certificate in Education in December, 1966 *and reached the standards indicated below in the following subjects:*

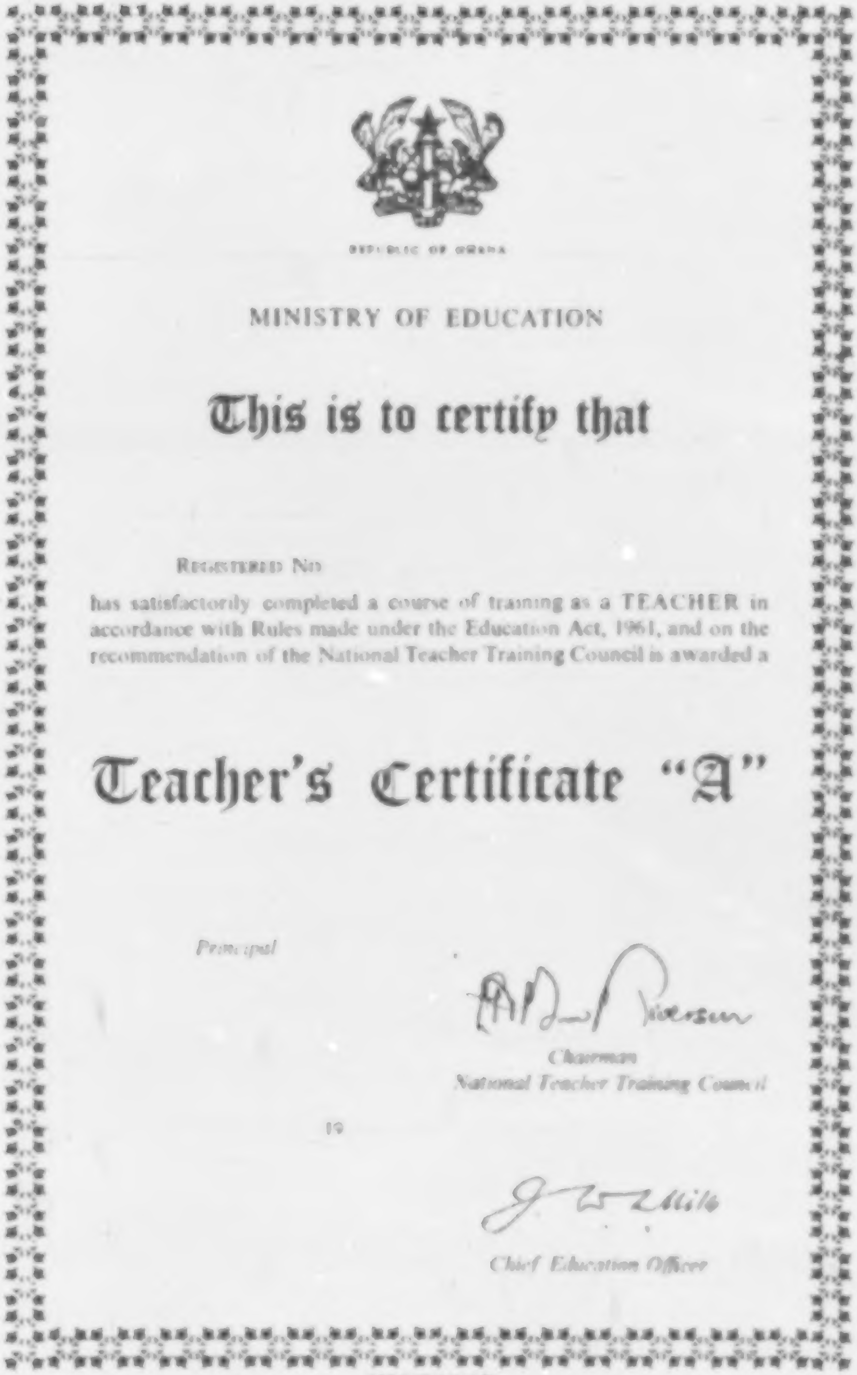
Education	
Theory	Pass
Practice	Pass
English	Pass
French	Pass

Principal, A.T.T.C. Owerri

Chief Inspector
Ministry of Education, Enugu

Date June 10, 1967.

Director, Institute of Education



REPUBLIC OF GHANA

MINISTRY OF EDUCATION

This is to certify that

REGISTERED No

has satisfactorily completed a course of training as a TEACHER in accordance with Rules made under the Education Act, 1961, and on the recommendation of the National Teacher Training Council is awarded a

Teacher's Certificate "A"

Principal

Chairman
National Teacher Training Council

19

Chief Education Officer

FOURAH BAY COLLEGE
UNIVERSITY OF SIERRA LEONE

Our Reference: F/STU(Hn.)

Date: 27. 11. 73.

Your Reference: Letter of 22/11/73
Mr. Sesay's)

TRANSCRIPT OF ACADEMIC RECORD

The following particulars are submitted in respect of the person named therein who pursued/~~[illegible]~~ a course of study at this institution:-

(a) Full name and College Admission No.:

(b) Period of Enrolment: From .....October, 1969.............to .....June, 1973.....

(c) Course(s) of Study pursued: (A) Bachelor of Science (General)
(B) Bachelor of Science with Honours in Chemistry

*(d) Details of Academic Record:

Subjects offered and at what levels		Date Commenced Study	Date Attempted Examination	*Examination Result for each Subject and/or whole examination	
(A) Intermediate Year	Chemistry Physics Zoology	Oct.,1969	June, 1970	C B B	Pass
Qualifying Year	Chemistry Physics Zoology	Oct.,1970	June, 1971	B+ C+ C+	Pass
Transferred to Honours School of Chemistry in October 1971					
(B) Final Hons.I	Physical Chemistry Inorganic Chemistry Organic Chemistry	Oct.,1971	June, 1972		Result carried forward to Final Hons.II
Final Hons.II	Physical Chemistry Inorganic Chemistry Organic Chemistry Special Paper (Chemistry) Research Project	Oct.,1972	June, 1973		Pass

(e) Degree(s)/Diploma(s) for which qualified: B.Sc.(Hons) Chemistry
(i) Designation, Class and/or Division ..Class II, Division II..................
(ii) Date qualified for award .....June, 1973...........(iii) Date of conferment or degree(s)(Not yet conferred)
(iv) Awarding Body ...University of Sierra Leone...........

*Continued on additional sheet, where necessary.

**(i) Grades obtained in individual subjects are normally communicated to University (and similar) institutions only.

(ii) The grading system used is as follows:
A = over 69%; B+ = between 69% and 60%; B between 59% and 50%
C+ = between 49% and 45%; C = between 44% and 40% D = between 39% and 35%,
E = below 35%.
(Grades D and E represent failure).

....
Assistant Registrar.

UNIVERSITY OF GHANA

Telephone: Accra 75381
Telegrams & Cables: UNIVERSITY, LEGON

In case of reply
please quote

My Ref. No. 68/AG/32

Your Ref. No

REGISTRAR'S OFFICES
P.O. Box 25
LEGON

TRANSCRIPT OF ACADEMIC RECORD

I hereby certify that the above-named person has been a student at this University from October 1968 to the present.

After satisfying the necessary requirements and passing the appropriate examinations, the student was awarded the B.Sc. degree in Agricultural Engineering with Second Class Honours (Upper Division) in June 1972.

Mr. Owirodu has since October 1972 registered to pursue the one-year M.Sc. course in Agricultural Engineering.

Year	Subjects Studied	Grades Obtained	Results of Examinations
October 1968 to June 1969	Physics with Practicals	A	First University Examination in Agriculture, 1969 - Passed.
	Chemistry with Practicals	B+	
	Zoology with Practicals	B	
	Botany with Practicals	C	

The student also passed examinations in African Studies and in Introductory Mathematics to fulfil requirements for the course.

Year	Subjects Studied	Grades Obtained	Results of Examinations
October 1969 to June 1970	Agricultural Engineering	A	B.Sc. (Honours) Agriculture Part I Examination, 1970 - Passed.
	Agricultural Economics	B+	
	Crop Science (Two Theory Papers and Two Practicals)	B+	
	Animal Science (Two Theory Papers and a Practical)	B+	
	Soil Science (Theory and Practical)	B+	
	Biochemistry and Nutrition	B	
	Introductory Microbiology & Genetics	B	
October 1970 to June 1971	Agricultural Engineering	A	B.Sc. (Honours) Agriculture Part II Examination, 1971 - Passed.
	Crop Science (Two Theory Papers and Two Practicals)	B+	
	Soil Science (Two Theory Papers and a Practical)	B+	
	Introductory Statistics and Agricultural Extension Methods	B+	
October 1971 to June 1972	Agricultural Engineering I	A	B.Sc. (Honours) Agriculture Part III Examination, 1972 - Passed in the Second Class (Upper Division
	Agricultural Engineering II	A	
	Agricultural Engineering III	A	
	Agricultural Engineering IV	C	
	Practical I	B+	
	Practical II (Project work)	B+	

Note: 1. Examination grades are communicated only to University Institutions.

Pass		Failure	
Grade A	= 70 and above	Grade D	= 30 - 39
" B+	= 60 - 69	" E	= Below 30
" B	= 50 - 59		
" C	= 40 - 49		

2. The Bachelor's Degree is normally classified into First Class; Second Class (Upper Division); Second Class (Lower Division); and Third Class or Pass.

(S.B. [illegible])
Senior Assistant Registrar (Academic)

Date: January 19, 1973.

[illegible]

[illegible]

[illegible]

Confidential Copy of the Record of

Course of Study B.Sc. EDUCATION

Date of Entry SEPTEMBER 1968 Date of Leaving JUNE 1970

SESSION	COURSES AND SUBJECTS TAKEN	GRADES	REMARKS
TRANSFERRED STUDENT FROM THE UNIVERSITY OF IBADAN			
1968/69	B.Sc. Part II		Passed
June, 1969	History of Education - History of Nigerian Education	B+	
	Methodology & Curriculum Dev.	B	
	BOTANY		
	Plant Ecology	[illegible]	
	Forms & Functions of Plant Histology & Plant Systematics	[illegible]	
	ZOOLOGY		
	Ecology & Physiology	D	
	Physical Training Education	A	
	Comparative Anatomy of Vertebrates; Embryology & Histology	C	
	Practical	B+	
1969/70	B.Sc. Part III		Passed
June, 1970	Tests and Measurements	B+	
	Research in Education	A	
	Educational Administration	B+	
	BOTANY		
—	Physiology & Biochemistry	[illegible]	
	Mycology; Genetics & Evolution; Biometry	[illegible]	

Degree Awarded B.Sc. Education

Class of Degree Second Class Honours (Upper Div.) Date of Award June 1970.

INTERPRETATION OF GRADES

A	=	Over		70%
B+	=	69	-	60%
B	=	59	-	50%
C	=	49	-	45%
D	=	44	-	40%
E	=	39	-	35%
F	=	Below		35%

B. [illegible] OLUGUNNA
for Registrar

WEST AND CENTRAL AFRICA:
Francophone

CHAPTER I : TYPOLOGY OF CURRENT EDUCATIONAL STRUCTURE

The following description of the current francophone educational system applies to most French-speaking countries of West and Central Africa, with the major exception of Guinée and Mali. Furthermore, countries previously under Belgian colonial rule, such as Zaire, deviate from this general model.

Primary Education

Primary education in most francophone countries consists of six years for students enrolling between the ages of five or six. Grade I of Primary school is called Classe de Douzième. Primary school classes would thus be 12-7. The curriculum places great emphasis, during the first two years, on the French language, as it is a foreign language to pupils at this level. Other major subjects include reading, writing, arithmetic, history and geography. After completion of primary school, students sit for a Primary School Leaving examination leading to the Certificat d'Etudes Primaires Elementaires (CEPE). Although this certificate is useful professionally to the 70% who enter the labor force, and educationally for all, it does not guarantee secondary school admission. Entrance examinations are given to assign secondary school places.

Mali and Guinée are variants of this general model. In Guinée the six-year primary cycle has been maintained, with modifications made at other levels. However, in both educational systems grades go in ascending order, starting with Class I at the primary school level. In Mali the first cycle is of nine years' duration known as Enseignement Fondamental, Classes 1-9. This cycle is sub-divided into two cycles:

(a) six years of primary studies and (b) three additional years prior to entry to senior high school. The structure, thus, is not totally different from the francophone model, the difference being that the first nine years form an integral cycle. In both Guinée and Mali the curriculum at this level emphasizes the teaching of skills in the French language, history and geography, natural and physical sciences, with practical courses such as manual arts and agriculture. In Mali, the first school leaving examination, given at the end of the ninth year, leads to the Diplôme d'Etudes Fondamentales (D.E.F.). This serves as a selective screen for secondary school entry and as a means of orienting students into appropriate streams.

Secondary Education

Secondary education consists of two cycles of seven years. The first cycle, or Premier Cycle, is of four years leading to the Brevet d'Etudes du Premier Cycle de l'Enseignement Secondaire (BEPC). The second cycle, Deuxième Cycle, or higher secondary school, is three years in duration, leading to the Baccalauréat.

I. Premier Cycle

Entry to the first cycle of secondary school is based on the CEPE and success on a secondary school entrance examination. Rarely do more than 15% of those completing primary school enter the academic secondary streams. Lower secondary education is offered by three different types of institutions: (a) the Collèges d'Enseignement Général (CEG); (b) the Collèges d'Enseignement Secondaire (CES); and (c) the Lycées. The CEG and CES usually provide first cycle training only, the Lycées offering both cycles. The curriculum contains general education subjects and offers introductory technical courses.

At the end of the four years, classe de 3e, students sit for an examination leading to the BEPC. The examination is primarily written, covering areas such as French, Greek, history, geography, and general sciences. Students usually take four written tests, with geography and history sometimes being given on an oral basis. The BEPC is required for continuation to higher secondary school, and for many of the technical and teacher training programs. Statistics indicate that in 1968, 80% of students in Upper Volta passed the BEPC examination while only 20% in Togo, and 40% in Ivory Coast had successful results.

Guinée also has a first secondary school cycle similar to the one outlined above. The major difference is that the classes are designated 7, 8 and 9, and the cycle is one year shorter than in other francophone countries.

II. *Deuxième Cycle*

Senior secondary school is comprised of *Classes de* 2^e, *première*, and *terminale*, corresponding to American grades 11, 12 and 13. It is during this cycle that students enter one of six to seven streams based upon their BEPC results. The areas of concentration offered during the last three years of secondary school include the following:

Série A	Philosophy and Literature
Série B	Economics and Social Sciences
Série C	Mathematics and Physical Sciences
Série D	Natural Sciences
Série E	Applied Sciences (Mathematics and Industrial Technology)

These programs are pursued at the *Lycées* , and lead to the *Baccalauréat* in the appropriate stream. The *Lycées Techniques* generally offer similar academic programs but have technical specializations leading to the *Baccalauréat Technique*. Two supplementary streams are generally offered: *Série F* for technical studies in such fields as mechanical, electrical, and construction engineering; *Série G* for commercial fields such as administration, commerce and management.

The curriculum varies in each area of concentration, and is based upon the Baccalauréat syllabi and manuals. These manuals generally come from France and are largely based upon the French model. There is a core curriculum of certain subjects for all sections which is given in Table I. The optional and secondary subjects have not been listed but can be obtained in the publication Deuxième Cycle de l'Enseignement du Second Degré, Horaires, Programmes, Admission dans les Classes, published by Vuibert at the following address: 63, Bld. Saint-Germain, 63, Paris Ve. This will give the complete syllabus for each section. Alternatively, Ministries of Education can provide these syllabi.

In Guinée, the upper secondary forms are known as the troisième cycle, and consist of three years, classe de 10e, 11e and 12e. The Baccalauréat is thus administered at the end of twelve years of education as opposed to thirteen in other francophone countries.

In Mali, senior secondary school also consists of three years, classes 10, 11 and 12. Entry is based upon results on the D.E.F. examination. Students are streamed at this level into academic, technical, agricultural, or teacher training programs. The curriculum in Malian secondary schools, and the Baccalauréat diverge from the Francophone African model. The Baccalauréat, Malian option, is given in two parts at the end of the 11th and 12th year. Further details about the curriculum and the composition of the Malian Baccalauréat are provided in Chapter III of this section.

Examinations System

Academic performance, and promotion from one class to the next, is done through formal examinations at the end of each semester or trimester. Laboratory work in the science area is also weighted in the overall general examination results, where applicable.

TABLE I[1]

Weekly Schedule - Classe de Seconde

	DISCIPLINES	Série:	A	C	T
CORE COURSES	French		5h	5h	4h
	History, Geography, Civics		4h	4h	2h
	Modern Language I		3h	3h	3h
	Math		3h	5h	5h
	Physical Science		3h	4h	4h
	Physical Education		5h	5h	5h

Weekly Schedule - Classe de Première

	DISCIPLINES	Série:	A	B	C	D	E
CORE COURSES	French		5h	4h	4h	4h	4h
	History, Geography, Civics		4h	4h	4h	4h	2h
	Modern Language I		3h	3h	3h	3h	3h
	Math		2h	4h	6h	5h	6h
	Physical Sciences		2h	2h	5h	4h	4h
	Natural Sciences		2h	2h	--	3h	--
	Economics		--	4h	--	--	--
	Construction/Building		--	--	--	--	8h
	Practical Work		--	--	--	--	4h
	Physical Education		5h	5h	5h	5h	5h

Weekly Schedule - Classe Terminale

	DISCIPLINES	Série:	A	B	C	D	E
CORE COURSES	Philosophy		8h	5h	3h	3h	3h
	History, Geography, Civics		4h	4h	3h	3h	--
	Modern Language I		3h	3h	2h	2h	2h
	Math		2h	5h	9h	6h	8h
	Physical Sciences		--	--	5h	4h	5h
	Natural Sciences		--	--	2h	4h	--
	Economics		--	4h	--	--	--
	Construction/Building		--	--	--	--	7h
	Practical Work		--	--	--	--	4h
	Physical Education		5h	5h	5h	5h	5h

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[1] Deuxième Cycle de l'Enseignement du Second Degré, Imprimerie Durand, France (1972), pp. 6, 8 & 10.

At the end of Classe de 2e (or grade 11), written examinations are given in four subjects with two supplementary oral examinations. The subject examinations vary according to the academic stream, or *Série*. Stream A pupils will be tested primarily in languages and philosophy; Stream C and D students will be examined in mathematics and physical sciences; Stream E will take examinations in mathematics, physical sciences and technical drawing. The oral examinations for all sections cover general geography and history. The formal examinations given after *Classe de première* are similar but usually include five academic subject examinations. All students are tested in the French language, in another modern language of their choice, and in history and geography. The examination results, and academic performance, assessed on a semester or trimester basis, are provided in the *Livret Scolaire*. The *Livret* also gives the student's class rank on a subject basis, and his teacher's comments. While these *Livrets* are considered to be the property of the Headmaster of the Secondary School, and are never released to the student himself, they may be obtained by universities and educational institutions upon request.

The grading system utilized for both school work and formal examinations is based on a scale of 0 - 20, 20 being the maximum. A grade of 8 is considered a minimum pass, and students must maintain an average of 10 in all subjects on the formal examinations. Coefficients are assigned to subjects on the examinations to indicate the relative importance of the subject in the overall scoring. The following would be an approximation of the equivalencies to the American grading system, applicable to both subject performance during the school year and to the examinations:

14 and above	A
12 and 13	B
10 and 11	C
8 and 9	D
Below 8	F

Although these suggestions may be helpful in assessing a student's performance, a careful subject-by-subject evaluation of the *Livret Scolaire* should be made to determine rank in class by subject. It should also be noted that grading in the francophone countries is extremely severe.

Baccalauréat

The *Baccalauréat* is given at the end of *classe terminale* (13th year), with the exception of Guinée and Mali. Sometimes an *examen probatoire*, similar to the former *Baccalauréat* Part I, is given at the end of *classe de première*, but this is being discontinued in many countries. The *Baccalauréat* is now developed and administered by testing services in each country, usually through the local university. Nevertheless these examinations closely follow the French, and have equivalence.

The examination is given in a group of four to five subjects varying according to the academic stream in which the student has been enrolled during senior secondary school. It consists of both compulsory written and oral examinations. The following French syllabus for the *Baccalauréat* is followed closely in francophone Africa - the figures in brackets, or coefficients, indicating the weighting of each subject in the overall score:

TABLE II[2]

Série A		Philosophy-Letters
First Group	Written:	French (4); philosophy (4); Latin or Greek (3)
	Oral:	History and geography (3); modern language (2)
Second Group	Oral	Latin or Greek (2) (depending on first group choice); mathematics (2); two other subjects.
Série B		Economics and Social Sciences
First Group	Written:	Mathematics (3); economic and social sciences (4); French or philosophy (3)
	Oral:	French or philosophy (2); first modern language or Latin (2)

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[2] *International Equivalences in Access to Higher Education*, W.D. Halls, UNESCO Publication, 1970, pp. 54-56.

Série B		Economics and Social Sciences
Second Group	Oral:	History and geography (3); second modern language or Latin (2); two other subjects.

Série C		Mathematics and Physical Sciences
First Group	Written:	Mathematics (5); physical sciences (5); French or philosophy (2);
	Oral :	French or philosophy (2); modern language (2).
Second Group	Oral :	History and geography (2); biological sciences (2); two other subjects.

Série D		Mathematics and Biological Sciences
First Group	Written:	Mathematics (3); physical sciences (3); French or philosophy (3); biological sciences with practical examination (3).
	Oral :	French of philosophy; modern language (2)
Second Group	Oral :	History and geography (3); two other subjects.

Série E		Mathematics and Technology
First Group	Written:	Mathematics (5); physical sciences (2); French or philosophy (2); mechanical construction (4).
	Oral and Practical:	Practical technology (3); modern language (2).
Second Group	Oral :	French or philosophy (2); two other subjects.

Detailed syllabi for each francophone African country can be obtained from the Ministry of Education, *Directeur de l'Enseignement Secondaire*.

All students sit for the written and oral examinations comprising the first group. Those who pass with an average score of 12/20, the scale ranging from 0-20, are declared *admissible* or pass. Those who have maintained an average of

8/20 are allowed to take the second group of oral examinations. Usually two of the subjects are amongst those tested in written form during the first group. Students who obtain an average score of 10/20 on the second part earn the Baccalauréat diploma. The borderline student can retake the examination at the second session, usually in October of the same year. Those who clearly fail at the first or second group of examinations are required to repeat, or redoubler, the year.

The Baccalauréat results are classified by several commendations or mentions:

Passable	10-12
Assez Bien	12-14
Bien	14-16
Très Bien	16 and over

It should be noted that Bien and Très Bien mentions are extremely rare. Assez Bien is not usually given to more than 8-10% of all candidates. The fact that a student can pass the Baccalauréat at either the first or second session, without having to repeat a school year, is considered excellent. Statistics indicate that in 1972 only 30% of those sitting for the Baccalauréat in Upper Volta were successful. In Cameroun the success rate was 12%. While the mentions highlight the quality of examination results, they have no bearing on university admission. Admissions officers can usually determine at which sitting the student passed since the examination results will indicate the date of the session - i.e. June or October. Some of the Baccalauréat result forms will also note whether the student passed at the first group of examinations, or after a supplementary oral test. One can, in addition, verify the Livret scolaire for any gaps in the number of years of school enrollment. Sometimes the Livret will indicate in the section noting academic stream, the word Redoublé if the candidate is repeating the academic year.

In some countries students who clearly fail the Baccalauréat examination, 8/20 or less, may be awarded the Certificat de Fin d'Etudes Secondaires. This Certificate notes completion of secondary school studies and is essentially a record of attendance for the classe terminale. While it does not generally entitle the students to enter higher education, special university entrance examinations are sometimes given for entry into certain post-secondary programs.

Technical and Vocational Education

There are a variety of programs in the vocational and technical fields in French-speaking West African countries. Generally, these programs exist at either lower secondary school, or may extend through the second secondary cycle. Primary school graduates holding the CEPE, can enter programs of two to three years' duration in fields such as agriculture, home economics, industrial arts, and mechanical subjects, offered by a variety of institutions. In Sénégal institutions known as the *Centres de Formation* provide three-year vocational courses leading to the *Certificat d'Aptitude Professionnelle* (CAP). Four-year courses are offered in agricultural fields leading to the *Diplôme d'Agent Technique de l'Agriculture*. Two-year programs are available in Ivory Coast in commercial areas leading to the *Brévet d'Etudes Commerciales* (BEC). These programs are generally terminal, leading to immediate employment.

Two types of technical programs are offered at the senior secondary school cycle through the *enseignement court* and the *enseignement long* at the *lycées techniques*, for BEPC holders. The short cycle programs are generally of two to three years' duration leading to the *Brevet* in the appropriate field. Accounting students at the *Lycée Technique* of Lomé, for example, receive the BEPCM - *Brevet d'Enseignement Professionnel - Comptabilité/Mécanographie*. Various fields of specialization are offered in areas such as industrial arts, accounting, commerce, homemaking, and technician programs. A two-year program leading to the *Brevet de Technicien* is offered by most technical high schools in fields such as electricity and mechanics. These are generally terminal certificates although brilliant students may continue for the long cycle of technical training leading to the *Baccalauréat Technique*, or *Baccalauréat Technicien*, as it is called in some countries. These programs are of three years' duration with entry based on the BEPC and often an entrance examination designed by the technical high school. The various streams available will be indicated numerically next to the letter T, or *Technique*. The exception is Togo where the Section T is supplemented by another alphabetical letter indicating the stream. Section TG would denote students in the economic and commercial section, TF would include those in the industrial stream. Despite the difference in terminology, the programs are similar in principle and syllabus, to technical programs elsewhere. Studies leading to the *Baccalauréat T* are university preparatory for technical courses. Table III outlines the basic syllabus for the last two years of the Série T1-Mechanical Construction.

TABLE III

WEEKLY SCHEDULE

Bac T1 - Construction mécanique

SUBJECT	Première B.Tn Hours	Terminale B.Tn Hours
French	3	2
History, Geography	2	-
Modern Language	2	2
Art Education	1 (optional)	1 (optional)
Subtotal	7+ 1 (optional	4 + 1 (optional)
Mathematics	3	3
Mechanics	3	3
Electricity	2	3
Chemistry	1	-
Metallurgy	-	1
Subtotal	9	10
Construction Design	4	5
Geometry	1	-
Construction Technology	1	1
Laboratory or Practical work	9	12
General Technology or Mechanical Manufacturing	3	2
Automatism	1	1
	19	21
Physical Education	2	2
GENERAL TOTAL	37 + 1 (optional)	37 + 1 (optional)

Teacher Training

In the past, primary school teachers were recruited from students completing basic elementary education. A short period of pedagogical training was provided. These teachers were called moniteurs and moniteurs auxiliaires, with the former having completed about nine years of education, the latter six. A number of countries have established in-service training programs to upgrade the qualifications of the moniteur to the level of instituteur-adjoint, through one-year programs. The training leads to the Certificat Elémentaire d'Aptitude Pédagogique (CEAP).

Instituteurs-adjoints and instituteurs are presently required to have completed the first cycle of secondary school and hold the BEPC. Teacher training is provided at the Ecole Normale or at a Centre Régional de Formation Pédagogique (C.F.P.). A one-year program is offered to the instituteurs-adjoints providing theoretical and pedagogical training leading to the CEAP. A three-year course is given to the instituteur similar to the last three years of a regular secondary school with the addition of pedagogical training. Studies lead to the Baccalauréat or the Brevet Supérieur de Fin d'Etudes Normales (Br.S.) and a Certificat d'Aptitude Pédagogique (CAP). A fully qualified elementary school teacher may in some cases be permitted to teach in the first cycle of secondary school.

The Ecoles Normales Supérieures (E.N.S.) prepare lower and upper secondary school teachers. Entry is based on the Baccalauréat or the Br.S. Programs are of two to three years' duration, including subject majors and pedagogical training. Upon completion one receives a Diplôme or Certificat d'Enseignement Général. Some of the best students may be encouraged to continue for a licence in the subject ofspecialization. At the same time those enrolled in regular university programs can often include a teacher training component to their studies qualifying them to teach in upper secondary school. Or, a licence holder may do one-year post-graduate course providing qualification for upper secondary teaching. Students completing such a course receive the Certificat d'Aptitude Pédagogique d'Enseignement Supérieur (CAPES). CAPES holders with several years of teaching experience may sit for the Agrégation de l'Enseignement du Second Degré which is a certificate of outstanding proficiency and is obtained by an examination before a jury.

The highest level of teacher qualification is the Agrégation d'Etat, taken after the Doctorat d'Etat.

University Education

Higher education in most countries closely approximates the French university structure and curriculum. Differences may exist in terminology, degree classification, specializations available - depending upon national manpower needs - , and structuring of faculties. Nevertheless, if one understands the French model, francophone university education will be more readily understood. It should, however, be noted that not all recent changes in the French educational system may have been implemented in Africa.

Originally higher education in francophone Africa, with the exception of Guinée and Mali, followed a regional planning philosophy. Regional centers were created in the hopes that they could serve neighboring countries, in view of disparities in the numbers of secondary school graduates per country. The original regional centers included the Université d'Abidjan, the Université de Dakar, and the Université de Yaoundé. After independence these universities were set up with substantial French technical assistance - funding and personnel - with faculties, curriculum and diplomas identical to the French. Gradually these universities, and others created to serve two neighboring countries, i.e. the Institut d'Enseignement Supérieur du Bénin (Togo and Dahomey), have become national institutions. Accordingly, changes have been made towards adapting the institution and curriculum to relevant and national criteria. Thus while many diplomas no longer have validité en plein droit - or identical status with the French - they do have pre-determined equivalencies with French diplomas such that transfers to French institutions at similar levels can be made. Mali has pursued an independent and different philosophy of education, the result being that instead of one university grouping a number of faculties, six post-secondary institutions exist to provide training in specialized fields.

Post-secondary education includes not only universities but also other technical and teacher training institutes which may be affiliated with the national university or operated separately under the tutelage of one of the ministries. Most countries have developed advanced teacher training institutions (Ecoles Normales Supérieures), engineering schools (Ecoles d'Ingénieurs), agronomy institutes (Institut National d'Agronomie) and administration schools (Ecole Nationale d'Administration). The titles, of course, vary from one country to the other.

I. Entrance Requirements

The Baccalauréat serves as the basis for admission to university studies. Orientation into faculties, or other programs, is determined by the academic or technical stream in which the student has been enrolled during the last three years of secondary school. Generally students having the Baccalauréat C,D, or E, are admissible to most technical and scientific fields. Those with the A série are usually restricted to humanities. Thus the choice of university majors is essentially made at the beginning of the second cycle of secondary school. Entrance examinations, or competitive examinations known as concours may be given by some faculties.

Some programs, particularly diploma or certificate level courses, may allow entry to those holding either the Certificat d'Etudes Secondaires, or the Brevet in a technical field.

II. Degree Structure

Most of the francophone African universities, like their French counterparts, divide higher education into three cycles: Premier cycle, deuxième cycle, and troisième cycle. The first consists of two years of prescribed courses with examinations in each subject at the end of the year. Upon satisfactory completion of the core courses students receive a diploma, which by title, identifies the faculty of study. Students completing the second year in the Faculty of Letters or Humanities would be awarded the Diplôme Universitaire d'Etudes Littéraires (D.U.E.L.). Science students would receive the Diplôme Universitaire d'Etudes Scientifiques (D.U.E.S.). The terminology may vary from one university to another but the basic curriculum remains essentially the same, as does the value of this first university diploma. For example, at the Université de Yaoundé the D.U.E.L. is known as the D.E.L.G. - Diplôme d'Etudes Littéraires Générales- the D.U.E.S. has been changed to the D.E.S.G.- Diplôme d'Etudes Scientifiques Générales. In the Faculties of Law and Economics the first cycle diploma is either the Diplôme d'Etudes Juridiques Générales (D.E.J.G.), or the Diplôme d'Etudes Economiques Générales (D.E.E.G.).

The second university cycle consists of an additional two to three years with two types of degrees awarded - the Licence and the Maîtrise or Diplôme d'Etudes Supérieures (D.E.S.). The duration of the licence program varies by faculty with most Humanities programs of three years' total duration, from original entry, although Dakar still maintains a four-year program; sciences are generally three-year programs to the licence; Economics are normally four-year programs, as Law licence programs. Some faculties have reduced the period of study for the licence but provide the same curriculum on an accelerated basis. Maîtrise programs apply particularly to the humanities fields; science programs generally lead to the Diplôme d'Etudes Approfondies (D.E.A.) or the Diplôme d'Etudes Supérieures (D.E.S.). Maîtrise programs are generally one year beyond the licence, as are courses leading to the D.E.S. or D.E.A. The total period of university study at this level would thus vary from four to five years depending upon the faculty.

The third university cycle leads to two types of degrees, the Doctorat de Spécialité de 3e cycle (D.S.) and the Doctorat d'Etat (D). The number of years required for these degrees varies according to the field of study and the length of the licence program. In most fields, the D.S. is two years beyond the licence, or one year beyond the D.E.S. or Maîtrise. While the emphasis at this level is on research, it cannot be considered equivalent to Ph.D. dissertation work. A candidate has not completed the combination of coursework and original research that his counterpart of a North American university would have fulfilled. Nevertheless, a D.S. holder would probably have higher academic qualifications than an American Master's degree candidate. Doctorat d'Etat programs place priority on presentation of original research. It is awarded by a jury of distinguished faculty members in the field of professional endeavor. Generally this degree is awarded after a minimum of six to seven years of total university work.

Medical programs are generally of six to seven years' duration. The first two years are usually spent doing preparatory science work in the Faculty of Sciences leading to the D.U.E.S., with specialization thereafter. After one year of internship the student earns the diploma Docteur en Médecine. Pharmacy and Dental studies offered at limited number of universities are generally five-year programs.

Engineering programs are offered, usually through technical post-secondary institutions, not necessarily affiliated with the university, at two levels: (a) studies leading to the Ingénieur de Travaux after three years of study and (b) Programs leading to the Ingénieur de Conception, after five years. Generally the first two years of both programs are pursued in the Faculty of Science up to the D.U.E.S. level. Thereafter the Engineering schools provide the professional specializations. Only the long cycle could be considered the equivalent of a B.S. in Engineering offered by North American universities. The program of three years' duration gives more weight to practical and technical expertise, with theoretical preparation being less important.

Diploma courses are offered at some universities. The most common are programs offered by the Institut Universitaire de Technologie (IUT), which have been set up to provide middle-level technical training. Entrance is generally for Baccalauréat holders, although exceptions are often made. These institutions provide programs in technical, commercial, and secretarial areas of two to three years' duration. The Diplôme Universitaire de Technologie (D.U.T.) is given to those successful. The Université du Bénin, in Togo, uses slightly different terminology.

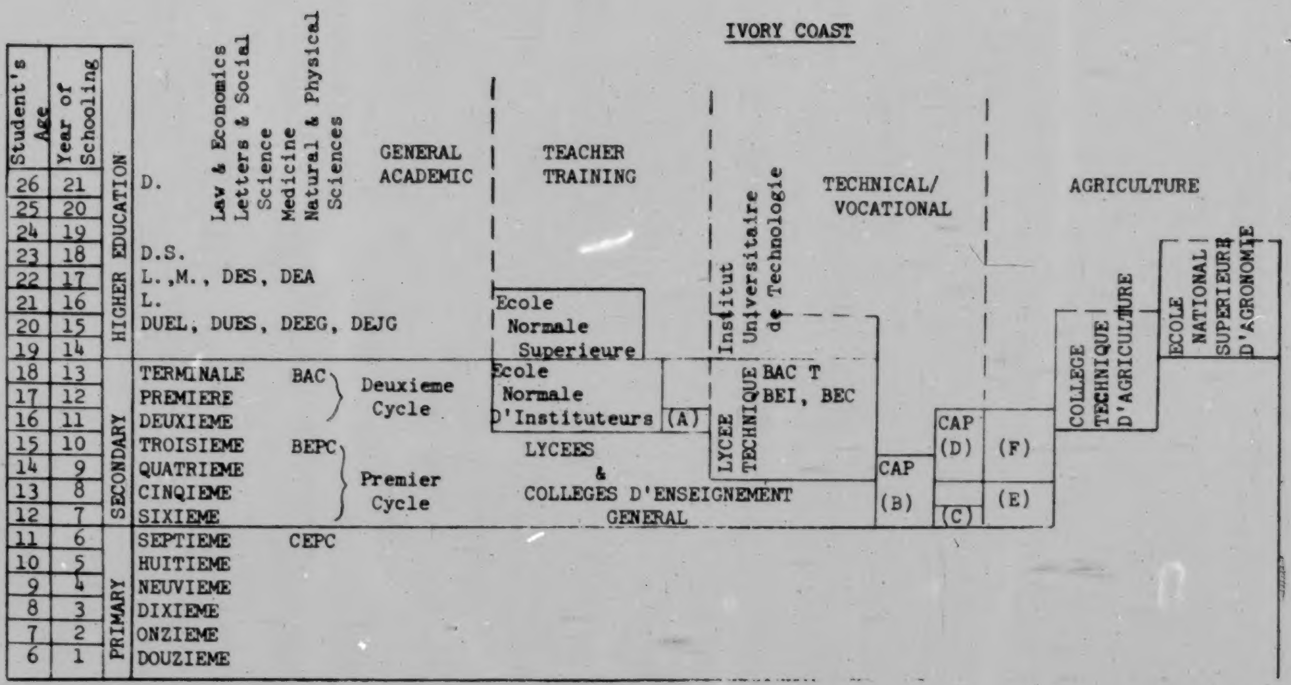
A major variant of this general model is the Centre d'Enseignement Supérieur which is a university serving both Niger and Upper Volta. There, the system of unités de valeurs are utilized. Graduation requirements are defined in terms of an appropriate number of units in subject groupings.

III. Grading and Examination System

Academic performance is assessed by formal examinations at the end of each year. These examinations are both written and oral. Generally students are tested in six to seven major subject areas on the combined oral and written examination. Subjects are weighted by coefficients depending upon the relative importance of the subject. Most universities use a grading scale of 0-20, although it is not uncommon to find a scale of 0-40, or 0-60 at the Université de Dakar. In such cases it would be critical to know the coefficients so that all scores could be converted to a single scale. An average of 10, including 10/20 in all major subjects, must be maintained. Supplementary oral examinations may sometimes be administered to borderline cases. Students having an average of 8/20 are usually asked to resit the examination at the second session, usually in October of the same year. Those with clearly unacceptable results are asked to repeat the academic year. At many of the francophone universities there is a very high drop-out rate after the first and second years.

Grade transcripts in the North American sense are not issued to students, nor are they maintained internally by each faculty. The results of the yearly examinations, however, can be made available to requesting universities and sponsoring agencies through the Dean of the Faculty, or the Rectorat. The student only receives an attestation de réussite, or confirmation of pass, which will indicate the date of the session in which he passed, and the mention obtained. The same system of mentions, as for the Baccalauréat, are utilized.

IVORY COAST


Student's Age
Year of Schooling
HIGHER EDUCATION
SECONDARY
PRIMARY
26 21
25 20
24 19
23 18
22 17
21 16
20 15
19 14
18 13
17 12
16 11
15 10
14 9
13 8
12 7
11 6
10 5
9 4
8 3
7 2
6 1
D.
D.S.
L.,M., DES, DEA
L.
DUEL, DUES, DEEG, DEJG
Law & Economics
Letters & Social Science
Medicine
Natural & Physical Sciences
TERMINALE
PREMIERE
DEUXIEME
TROISIEME
QUATRIEME
CINQIEME
SIXIEME
SEPTIEME
HUITIEME
NEUVIEME
DIXIEME
ONZIEME
DOUZIEME
BAC
Deuxieme Cycle
BEPC
Premier Cycle
CEPC
GENERAL ACADEMIC
TEACHER TRAINING
Ecole Normale Superieure
Ecole Normale D'Instituteurs
(A)
LYCEES & COLLEGES D'ENSEIGNEMENT GENERAL
Institut Universitaire de Technologie
TECHNICAL/ VOCATIONAL
LYCEE TECHNIQUE
BAC T
BEI, BEC
CAP
(B)
CAP
(D)
(C)
(F)
(E)
AGRICULTURE
COLLEGE TECHNIQUE D'AGRICULTURE
ECOLE NATIONAL SUPERIEURE D'AGRONOMIE

(SEE GLOSSARY)

CEPE=
BEPC=
BAC =
BAC T=
BEI =
BEC =
DUT =
CAP =
DUEL=
DUES=

DEEG=
DEJG=
L.=
M.=
DEA=
DES=
D.S.=
D.=

A = Centres d'animation et de formation pedagogiques (C.A.F.O.P.)
B = Centres d'enseignements des metiers
C = Centres techniques urbains (C.T.U.)
D = Colleges d'enseignements technique (C.E.T.)
E = Centres techniques ruraux (C.T.R.)
F = Centres de Formation Rurale (C.F.R.)

CHAPTER II : IVORY COAST

GENERAL BACKGROUND

Ivory Coast lies between Ghana to the east, Upper Volta and Mali to the north and Guinée to the west. Covering an area of 127,500 square miles it is the home of 62 language groups and a multitude of ethnic groups. With only five million inhabitants, Ivory Coast suffers from underpopulation and tends to draw nationals from nearby countries and Europe who seek employment opportunities within Ivory Coast. With 10% of the population living in the capital, Abidjan, Ivory Coast has enjoyed a rapid growth rate and substantial industrialization since independence. It is still basically an agriculturally based economy producing rice, yams, coffee, and cassava. It is the world's third-largest producer of cocoa and ranks fifth in world production of bananas and pineapples.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Elementary education in the Ivory Coast consists of a six-year cycle known as the premier cycle. Elementary school is divided into three two-year programs called the preparatory course (1st and 2nd years), the elementary course (3rd and 4th years), and the middle course (5th and 6th years). The program consists of 30 hours of instruction per week with greatest emphasis on the study of French and arithmetic. French is the language of instruction and most textbooks are those used in France.

Students who successfully complete the first six years sit for an elementary school leaving examination (CEP) leading to the *Certificat d'Etudes Primaires Elémentaires* (CEPE). Drop-out rates at this level are very high. For the period 1959-1964 it was estimated that only 20% of those originally enrolled actually reached the last year of elementary school, and only 15% passed the elementary school leaving examination. Repeater rates averaged approximately 30% per grade.

Secondary Education

The seven years of secondary school are broken down into two cycles of four and three years respectively. Entry into the *premier cycle* is based upon selection of students holding the elementary school leaving certificate, CEPE. At the end of the first four years of secondary education students sit for a major examination leading to the *Brevet d'Etudes du Premier Cycle de l'Enseignement Secondaire* (BEPC). Those passing this examination are eligible to continue for the second cycle of secondary education, leading to the *Baccalauréat*.

The curriculum for both cycles follows closely that of French schools with some effort being made to include material relevant to West Africa in subjects such as history, philosophy, and literature. The first four years of secondary school provide advanced training in the general education areas covered in primary school. In the second cycle the student chooses a particular stream of specialization in preparation for the *Baccalauréat* and university studies. The curriculum will vary depending on whether the student is following the *cycle court* which is usually terminal or leads to further vocational and technical training, or the *cycle long* which provides preparation for the *Baccalauréat*.

In 1967-1968 there were approximately 38,000 students enrolled in secondary school with only 8% of this group enrolled in the upper secondary cycle. At this time there were 101 secondary institutions, (65 public and 36 private). The teacher-pupil ratio was roughly 1:34 with approximately 90% of the secondary school instructors being French.

Vocational/Technical Education

There are several levels of technical and vocational training in Ivory Coast at the post-primary and secondary school levels.

Post-primary programs varying from one to three years are offered to elementary school graduates through a variety of training centers. These would include: the Centres Techniques Urbains which give one-year courses; (b) the Centres Techniques Ruraux which offer two-year programs and (c) Centres d'Enseignement des Métiers giving a three-year program. Most of these centers are operated by the Ministry of Education and are geared to producing skilled workers for the labor market as rapidly as possible. No specific certificate is awarded upon completion of such programs.

Several institutions known as the Collège d'Enseignement Technique offer lower secondary level training programs to those who have completed two years of general secondary education. The programs, in industrial and commercial subjects, are of three years' duration and lead to the Certificat d'Aptitude Professionnelle.

Upper secondary technical and vocational programs are offered primarily through the Lycée Technique d'Abidjan. Two- and three-year technical programs are offered. Students following the short technical cycle take examinations at the end of the second year of study leading to either the Brevet d'Etudes Commerciales or the Brevet d'Etudes Industrielles. Students pursuing the long technical stream do the three-year program and sit, after the 13th year, for the Baccalauréat Technique or the Baccalauréat Technicien. The latter gives greater emphasis to practical work and is intended for those doing post-secondary work in practical engineering.

Since an insufficient number of technicians are being produced to meet the manpower requirements of the industrial and commercial sectors, the government is in the process of opening new Lycées Techniques as well as a projected Institut National Supérieur d'Enseignement Technique (National Institute of Technical Education) which will provide more technical training teachers, engineers, and technicians.

Agricultural Programs

Agricultural education, the responsibility of the Ministry of Agriculture, is provided primarily by the agriculture secondary school of Bingerville. It is composed of two programs, the Centre de Formation Rurale, and the Collège Technique d'Agriculture.

I. Centre de Formation Rurale

This is the lower section of the school offering a three-year program for students having completed two years of general secondary education (or eight years of education). Two-year programs are also given by the Centres Techniques Ruraux. The first two years of the program emphasize general and agricultural science, while the third year is spent in specialized studies in agriculture, animal husbandry, or forestry. Graduates are qualified to become government field agents (moniteurs). Approximately one-fourth of students who enter the third year of this program are given preparation for the entrance examination to the secondary level of agricultural education.

II. Collège Technique d'Agriculture

The Collège provides a five-year program to train agricultural technicians (conducteurs), for holders of the BEPC. The program is broken into three years of advanced general agricultural training followed by two years of specialization. Students may gain admission into the last two years of training by passing a Baccalauréat level entrance examination. Those students specializing in forestry spend their final two years at schools located in Bouake or Banéo. Those in animal husbandry remain at Bingerville, and students in agriculture complete the final two years in on-the-job training. In 1968-1969 only 26 of the 229 students enrolled were in the two-year specialized section. The highest level of agriculture training is offered through the Ecole Nationale Supérieure Agronomique, described under the Higher Education section of this chapter.

Teacher Training

There are three levels of teacher training programs preparing teachers for the elementary and secondary school cycles:

I. Centre d'Animation et de Formation Pédagogique

These centers offer one year of professional training to students having completed the first cycle of secondary education (10 years of school) in order to qualify as instituteurs adjoints. The course of study includes moral and civics education, general education, professional training, adult education, and agriculture and technology.

II. Ecole Normale d'Instituteurs (ENI)

This school offers a three-year program to students having completed the first cycle of secondary education and wishing to be certified as instituteurs. The curriculum includes general and professional education as well as training in the production and use of educational television. The ENI has an education research section and an instructional television production center.

III. Ecole Normale Supérieure (ENS)

This advanced teacher training institution, created with the aid of UNESCO, offers a three-year program preparing teachers for the first cycle of secondary school. It also has a one-year course for training primary school inspectors. A third section of ENS is known as the Institut de Préparation à l'Enseignement Secondaire (IPES) which is a three-year course at the end of which a student obtains a licence in secondary and/or technical education qualifying him to teach in the upper level of secondary school. There is very close collaboration between IPES and the University of Abidjan.

Higher Education

In addition to the Université d'Abidjan which was established in 1963, there are several other institutions which provide higher education in various fields. Some are closely associated with the University while others are administered by one of the Government Ministries.

I. Université d'Abidjan

The Université d'Abidjan is comprised of four Faculties: Science, Letters, Law, and Medicine. It also has nine Institutes affiliated with the University, many of which are research-oriented:

Institut d'Ethnosociologie (Institute of Ethno-Sociology)
Institut Universitaire d'Ecologie Tropicale (Institute of Tropical Ecology)
Institut de Géographie Tropicale (Institut of Tropical Geography)
Institut d'Histoire, d'Art, et d'Archéologie Africains (Institute of African History, Art and Archeology)
Institut de Criminologie (Institute of Criminology)
Centre d'Enseignement et de Recherche Audio-Visuels (Center for Audio-Visual Instruction and Research)
Institut Universitaire de Technologie (University Institute of Technology)

A) University Faculties

The faculties follow the general description of university entrance requirements, degree structure, and grading system described in Chapter I. The Faculté de Droit et de Sciences Economiques offers licence programs in law and economics. After two years of study students receive the D.E.J.G. or D.E.E.G. An additional two years are required for the licence. The Faculté des Lettres et Sciences Humaines has a three-year licence program, the DUEL being awarded after the first two years. The Faculté des Sciences offers a three-year licence program, the D.U.E.S. being awarded after the first two years. One additional year of study is required for the Diplôme d'Etudes Approfondies and two additional years for the Doctorat de Spécialité du 3e Cycle (D.S.) which is offered in limited specialities. The Faculté de Médecine offers a seven-year program leading to the equivalent of the M.D. degree. Only those holding the Baccalauréat in science or mathematics are eligible for admission. Admission to all other faculties is contingent upon the Baccalauréat in the relevant stream.

B) Institut Universitaire de Technologie (IUT)

The IUT is an advanced technical training institute offering two-year programs in commerce and administration; applied psychology and psycho-technology; medical analysis; and electro-mechanical studies. The program is highly practical and may include on-the-job training as a degree requirement. Successful completion of the course leads to the Diplôme

Universitaire de Technologie (D.U.T.). These programs are conceived of as terminal but those amongst the top five of the class may sometimes be admitted to the relevant undergraduate degree program with limited advanced standing.

II. Ecole Nationale d'Administration (ENA)

ENA was established to train civil servants and managers in the private sector. A two-year program of study is followed by on-the-job training experience in Ivory Coast or abroad. Admission is by examination. Degrees awarded include the Brevet, after the first year of study, and the Diplôme d'Ecole after the second year. Courses are offered in development economics, administrative law, public finance, social and development problems, etc.

III. Ecole Nationale Supérieure Agronomique d'Abidjan (ENSA)

This institution offers a five-year program to train agricultural and agronomy engineers. Admission requirements include the Baccalauréat and passing an entry examination for the Faculty of Science at the Université d'Abidjan, which organizes the first two preparatory years of the ENSA program. ENSA awards the (1) Diplôme d'Agronomie Générale, (2) the Diplôme d'Agronomie Approfondie, and (3) the Diplôme d'Ingénieur Agronome.

IV. Ecole Nationale Supérieure des Travaux Publics (ENSTP)

ENSTP was established by the Ministry of Public Works and Transportation in 1965, comprising the Ecole d'Ingénieurs and the Ecole de Techniciens.

A) Ecole d'Ingénieurs is closely associated with the Université d'Abidjan and admits students holding the Baccalauréat Mathématique or Technique. After two years of preparatory work in mathematics, physics and chemistry, those students who pass a qualifying examination may continue into a three-year program of progressive specialization in various technical and engineering areas. Those who pass the final examinations and a thesis are awarded the Diplôme d'Ingénieur de l'Ecole Nationale Supérieure des Travaux Publics.

B) Ecole de Techniciens students, who have completed six years of secondary education (classe de première), may be admitted upon examination into a one-year preparatory course. This is followed by a two-year program of specialization in Travaux Publics Bâtiment, Urbanisme or Topographie. Those who successfully complete the course work and examinations receive the Diplôme de Technicien Supérieur de l'Ecole Nationale des Travaux Publics in the chosen specialty. Occasionally students with a grade or average of over 12/20 at the end of the preparatory year are permitted to enter the first cycle of studies in l'Ecole d'Ingénieurs.

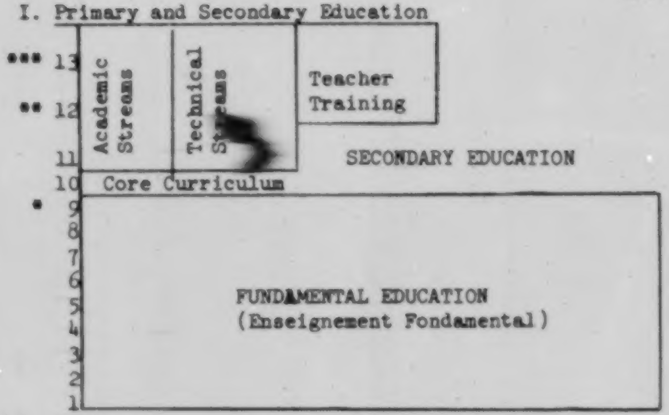
V. Ecole Normale Supérieure (ENS)

This advanced teacher training program has been described in the preceding section, Teacher Training.

MALI

EDUCATIONAL STRUCTURE

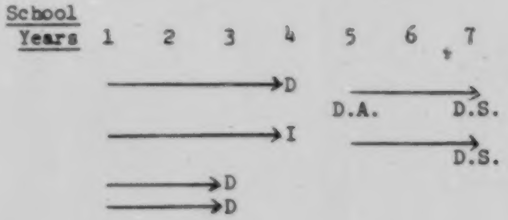
I. Primary and Secondary Education



*** 13
** 12
11
10
* 9
8
7
6
5
4
3
2
1
Academic Streams
Technical Streams
Teacher Training
SECONDARY EDUCATION
Core Curriculum
FUNDAMENTAL EDUCATION
(Enseignement Fondamental)

* Diplome d'Etudes Fondamentales (D.E.F.)
** Baccalaureat, Malian Option, Part I
*** Baccalaureat, Malian Option, Part II

II. Post Secondary Educational Programs



School Years
1
2
3
4
5
6
7
D
D.A.
D.S.
I
D.S.
D
D

Schools

Ecole Normale Superieure

Centre Superieur Pedagogique

Ecole Nationale d'Ingenieurs

Institut de Productivite de Gestion Provisionelle

Ecole Polytechnique Rurale

Ecole Nationale d'Administration

D = Diplome
I = Ingenieur
D.A. = Diplome d'Etudes Approfondies
D.S. = Doctorat de Specialite

CHAPTER III : MALI

GENERAL BACKGROUND

Mali is the home of the ancient and glorious empires of Mali and Songhai, as well as the kingdoms of the Peuls and Bambara. It was these well-organized states which fostered the penetration and growth of Islam in West Africa and provided an atmosphere congenial to advanced thought and learning in educational and trading centers such as Timbuctou.

The largest state in West Africa, Mali covers 465,000 square miles of plateau and desert plain with a few mountains in the west. Its five million inhabitants belong to 23 ethnic groups including Tuareg, Bambara, Moor, Peul and others. Many of these groups are nomadic herdsmen and traders. The Malian economy is still based 90% on its agricultural products and cattle.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education in Mali consists of a nine-year sequence of Fundamental education, enseignement fondamental , subdivided into two cycles - classes 1 through 6, and classes 7,8 and 9. Pupils generally enroll at age 6. Promotion through the nine grades is based upon academic performance during the school year. In 1970 an examination at the end of the first cycle - Class 6, was introduced to replace the previous method of selection by teacher recommendation and academic performance. The results of this test now determine whether a student goes on to a general academic or vocational stream of the second cycle of primary education, or terminates his education. Students who successfully complete the nine years of fundamental education receive the Diplôme d'Etudes Fondamentales (D.E.F.).

Secondary Education

General secondary school consists of the classe de 10e, 11^{e} and 12^{e}. Entrance is based on the D.E.F. All students follow the same core curriculum in the 10th class which serves to give further preparation in the fields studied previously and to orient students into appropriate streams during the final two years of secondary school. The major subjects include:

Major Subject	Hours per Week
French	5
Mathematics	6
Chemistry/Physics	5
Language	4
History/Geography	3
Biological Sciences	3
Drawing/Homemaking/Music	1
Physical Education	1

Optional subjects are offered making a total of 31 hours per week.

Specialization occurs in the last two years of secondary school, *classe de 11e* and *classe de 12e*. Students are streamed in one of the following sections, séries:

1. *Lettres Classiques* (L.C.)
   Classics
2. *Lettres Modernes* (L.M.)
   Modern Letters
3. *Sciences Biologiques* (S.B.)
   Biological Sciences
4. *Sciences Exactes* (S.E.)
   Exact Sciences
5. *Philo/Lettres* (P.L.E.)
   Philosophy/Letters
6. *Philo/Langues* (P.L.A.)
   Philosophy/Languages
7. *Sciences Biologiques Terminales* (S.B.T.)
   Biological Sciences (Terminal)
8. *Sciences Exactes Terminales* (S.E.T.)
   Exact Sciences (Terminal)

Detailed syllabi are provided in Programmes Officiels de l'Enseignement Secondaire Général, published by the Ministère de l'Education Nationale de la Jeunesse et des Sport, Institut Pédagogique National, République du Mali.

There are four major subjects in each stream, depending on the specialization. Those in Lettres Classiques take as main subjects French, history/geography, mathematics, Latin and Greek. Biological science students specialize in biology, chemistry, physics, and mathematics. Those in Natural sciences concentrate on mathematics, physics, chemistry, French. Mathematics is given in all streams, but of varying periods of time. Upon completion of classe de 11e, students sit for the Baccalauréat Malien Part I, and for the Part II, upon completion of classe de 12e.

Malian Baccalauréat

In Mali two Baccalauréat are administered: the Baccalauréat Option Malien and the Baccalauréat Option Etrangère (Foreign Option). The latter is primarily intended for foreigners. It is given in one part only, at the end of grade 12. Malians sit for the Option Malien divided into two parts. This Baccalauréat has equivalency with the French one.

The Malian Baccalauréat is designed, supervised, and administered by the Ministry of Education. The Commission responsible for the development of the examination is composed of Ministry officials, and professors having taught in the last years of secondary school. The examination is given once a year, generally during the month of June.

Students sit for the test appropriate to their Série. The Part I and Part II examinations are composed of compulsory written tests, and oral examinations, for those passing the written part. Students are tested in approximately four to five major subjects, and approximately two to six secondary subjects. Those subjects are listed in Tables I and II. Students are admissible to the orals on the basis of the average obtained on the written test, and class performance. Coefficients are assigned to each in the overall weighting. The written test counts twice as much as the average in the student's general academic work. Those who have a combined average of 10 on a total scale of 20 are allowed to sit for the oral examinations. Private candidates, not enrolled in a formal school, must obtain an average of 10/20 on the examination alone to sit for the orals. A candidate is awarded the Part I or Part II *Baccalauréat* if maintaining an average of 10/20 on the written, classwork and oral sections. The following mentions are given:

Passable	10-11
Assez Bien	12-13
Bien	14-15
Très Bien	16 or above

The Foreign Option *Baccalauréat* follows the French model as described in Chapter I, Typology. The same system of mentions is utilized.

Vocational/Technical Education

The *Lycée Technique* prepares students for the *Baccalauréat Technique* given in three fields: Industrial Arts, *Industrie,* Civil Engineering, *génie civil*, and Economic Techniques, *technique économique*. As those pursuing academic streams, these students sit for the two parts of the *Baccalauréat* examination at the end of Grades 11 and 12. The lycée has phased out programs leading to the *Brevet de Technicien*.

The Central School for Industry, Commerce and Education offers a three-year secondary school program after the D.E.F. in administration, "Cycle B" for junior administrators and more practical industrial courses previously offered at the *Lycée Technique*.

The *Lycée Agricole de Katibougou* and the Rural Polytechnic Institute offer secondary level programs in agriculture of three to four years' duration for junior and senior technicians, following grade 9.

Teacher Training

First-cycle teachers for the *enseignement fondamental* are trained at regional pedagogical centers (P.P.R.) for a two-year course to holders of the D.E.F. The program of studies

TABLE I - Malian Baccalauréat - Part I

Sections Séries	Basic Subjects	Secondary Subjects
Classics	French Latin Greek History or Geography	Foreign Languages Mathematics Physical Sciences Optional Subjects
Humanities	French History or Geography Modern Languages I Modern Languages II	Mathematics Physical Sciences
Biological Sciences	Natural Sciences Physical Sciences Mathematics French	History and Geography Modern Language I Modern Language II Optional Subject
Exact Sciences	Mathematics Physical Sciences French Modern Language I	History and Geography Natural Sciences Modern Language I Optional Subject

TABLE II Malian Baccalauréat - Part II

Philosophy/Letters	Philosophy Latin Greek History & Geography	Natural Sciences Physical Sciences Mathematics Foreign Language Optional Subject
Philosophy/Languages	Philosophy Modern Language I Modern Language II History & Geography	Natural Sciences Mathematics Physical Sciences Modern Language Optional Subject
Biological Sciences	Natural Sciences Physical Sciences Mathematics Philosophy	History & Geography Modern Language I Modern Language II Optional Subject
Exact Sciences	Mathematics Physical Sciences Philosophy	History & Geography Modern Language I Modern Language II Natural Sciences Optional Subject

includes general education, pedagogy, child psychology, school legislation, and student teaching. This was previously a one-year program before 1969.

Second-cycle teachers for grades 6-9, of the enseignement fondamental are trained at Ecoles Normales during a four-year program. Entry is based normally on a competitive examination. The curriculum is similar to that offered to first-cycle teachers with the addition of physical education, art education, and specialization in one of five areas: Foreign language, French, history and geography, mathematics and physical science, and chemistry and natural science.

Higher Education

Six institutions in Mali now provide post-secondary programs of study in academic, technical and teacher training fields. They include the following:

1) Ecole Normale Supérieure
2) Ecole Nationale d'Ingénieurs
3) Ecole Polytechnique Rurale
4) Centre Supérieur Pédagogique
5) Institut de Productivité de Gestion Provisionnelle
6) Ecole Nationale d'Administration

I. Ecole Normale Supérieure

The Ecole Normale Supérieure, originally an advanced teacher training institute providing three-year post-secondary programs, now offers a full first degree program which has equivalency with the licence offered by other francophone universities. Specialization is available in biology, geology, bio-chemistry, microbiology, animal physiology, zoology, geography and history, physics, chemistry, philosophy, modern literature, modern languages and social sciences. Since most students will enter secondary teaching, a teacher training project is required of all students. Students are graded on a continuous basis, and in addition to a final examination at the end of each year, must write a report on their teacher training. At the end of the four-year program students receive the Diplôme de l'Ecole Normale Supérieure. Entrance is based on the Baccalauréat Part II, and an entrance examination.

II. Centre Supérieur Pédagogique

The Centre Supérieur Pédagogique, an affiliate of the Ecole Normale Supérieure trains students at Master's degree level. It is geared towards preparing assistant professors for university teaching. Students can specialize in about ten areas, or options, including biology, morphology, micro-biology, animal physiology, entomology, physics, and applied humanities fields such as linguistics and comparative literature. The program is of three years' duration leading to the Doctorat de Spécialité. This is equivalent to the francophone Doctorat de Spécialité de 3^{e} cycle, slightly above the American Master's degree. Entrance is based on the Diplôme from the Ecole Normale Supérieure and selection by the Centre. The first year provides general preparation in the field of eventual specialization. At the end of the first year students sit for an examination leading to the Diplôme d'Etudes Approfondies, D.E.A. The second year is designed for students to develop research proposals. Students must finish their research dissertation within three years after entry.

An interesting aspect of the training provided by the Centre Supérieur Pédagogique is the requirement that all students teach throughout their three-year training. The first year, students usually teach at secondary school level. Thereafter they serve as teaching assistants at the Ecole Normale Supérieure. All students are considered civil servants and thus receive salary during their training from the Ministry of Education. This is intended to prevent future teachers from being isolated from their professional milieu.

III. Ecole Nationale d'Ingénieurs

The Ecole Nationale d'Ingénieurs was created in 1939 but known then as the Ecole Technique Supérieure. Programs are offered in four different areas: a) electromechanics, b) construction engineering, c) topography, and d) geological engineering. Entry is based on the Baccalauréat, Part II, in the scientific streams, or on the Brevet de Technicien. The program is of four years' duration and combines both academic work and practical training. Students completing the program are awarded the diploma of Ingénieur in the appropriate field.

IV. Institut de Productivité de Gestion Provisionnelle

The Institut de Productivité de Gestion Provisionnelle has just been opened, in 1973, to provide practical and technical training in business and commerce. Training is to the level of the Doctorat de Spécialité. The curriculum is still not available.

V. Ecole Polytechnique Rurale

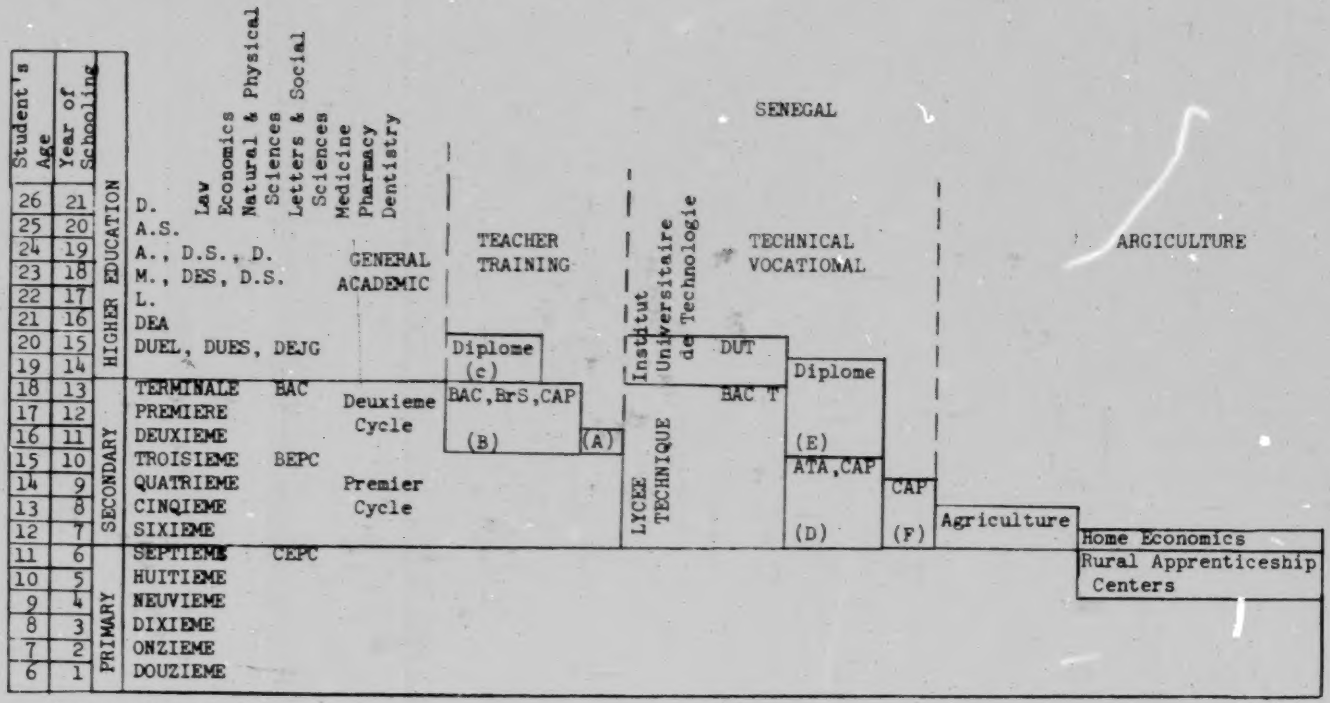
The Rural Polytechnic Institute offers a three-year post-secondary course for agronomists and researchers.

VI. Ecole Nationale d'Administration

The National School of Administration provides a three-year post-secondary course "Cycle A" to train senior administrators for Government service with four areas of specialization: Business, Economics, General Administration Law and Social Science.

With the exception of the Ecole Polytechnique Rurale, all other institutions are located in the capital, Bamako, and form the nucleus of a national university.

Syllabi can be obtained by writing to the Directeur of the school in question.


SENEGAL
Student's Age
Year of Schooling
HIGHER EDUCATION
SECONDARY
PRIMARY
D.
A.S.
A., D.S., D.
M., DES, D.S.
L.
DEA
DUEL, DUES, DEJG
Law
Economics
Natural & Physical Sciences
Letters & Social Sciences
Medicine
Pharmacy
Dentistry
GENERAL ACADEMIC
TERMINALE
PREMIERE
DEUXIEME
TROISIEME
QUATRIEME
CINQIEME
SIXIEME
SEPTIEME
HUITIEME
NEUVIEME
DIXIEME
ONZIEME
DOUZIEME
BAC
BEPC
CEPC
Deuxieme Cycle
Premier Cycle
TEACHER TRAINING
Diplome (c)
BAC, BrS, CAP (B)
(A)
Institut Universitaire de Technologie
DUT
BAC T
LYCEE TECHNIQUE
TECHNICAL VOCATIONAL
Diplome (E)
ATA, CAP (D)
CAP (F)
ARGICULTURE
Agriculture
Home Economics
Rural Apprenticeship Centers

(SEE GLOSSARY)

CEPE
BEPC
BAC
BAC T
Br.S
ATA
DUT
CAP
DUEL
DUES

DEJG
L.
M.
DEA
DES
D.S.
D.
A.
A.S.

A = Centres regionnaux de formation pedagogiques (C.F.P.)
B = ecoles normales
C = Ecoles Normal Superieure (E.N.S.)
D = ecoles d'agents techniques
E = Ecoles Nationales
F = Centres de formation

CHAPTER IV : SENEGAL

GENERAL BACKGROUND

The educational system of Sénégal has been affected by the country's geography, climate and former colonial relationship. There are approximately four million inhabitants in the 76,000-square-mile West African country. The climate and vegetation varies from sub-Saharan states with under average rainfall in the north and northeast to tropical rainfall in the south. Much of the country's economy is dependent upon agriculture. Most of the population lives in small villages. There are 13,000 villages with an average of 155 inhabitants, which makes it difficult to extend educational opportunities to great numbers of the population. The major population centers are: Dakar, Kaolack, Thiés, Rufisque, Saint-Louis, Ziguinchor, and Diourbel. Ground nuts are the primary export crop with millet, rice, and cotton also important for domestic consumption. Industrial development has been relatively slow.

EDUCATIONAL BACKGROUND

As in many other countries, educational planning is a complex procedure. In actuality, Sénégal has developed three plans since independence (1961-1964, 1965-1969, and 1969-1973). The complexity of the planning process together with implementation difficulties has meant that some changes have not yet been put into effect. In fact, at this time, there is uncertainty as to the extent to which proposed changes in the third plan have actually been made at all levels.

Sénégal has retained much of the French educational pattern as explained in Chapter I. Nevertheless there has been an effort since independence to adapt the curriculum and the system more realistically to the needs of an essentially agricultural country. One example has been the establishment of rural apprenticeship centers to provide pre-vocational training for pupils dropping out of primary school after the first four years. At the university level, the curriculum has been adapted to African and national interests and needs.

Primary Education

Sénégal follows the francophone model of six years of primary education, leading to the Certificat d'Etudes Primaires Elémentaires (CEPE). Special mention must be made of the high attrition rate at this and other levels within the educational structure. In 1965, 45% of pupils enrolled at primary school dropped out before completing the six-year cycle. Only 20% were successful on the CEPE examination. 18% required seven years to pass the CEPE, and another 17% finally achieved success on this examination after eight or nine years of primary study.

Secondary Education

CEPE holders are able to continue for the first four-year cycle of secondary education. Lower secondary programs are offered at the Collèges d'Enseignement Général (CEG) or at the lycée. The CEG is strictly a first-cycle institution; if graduates are to continue they must gain admission to a lycée, an elementary teacher training school, a specialized national school, Ecole Nationale, a Lycée Technique, or terminate their studies. Students enrolled at the Lycée, from the beginning of secondary school, have an advantage as priority is given to them in selection of applicants for the second cycle.

The geographic distribution of the public lycées affects the quality of education from a national viewpoint. For instance, in 1967-1968, there were eleven public lycées all of which were located in or around Dakar, Saint-Louis, Thiés, Kaolack, and Ziguinchor. The five privately operated secondary schools offering the three-year upper secondary school cycle were all located in or near Dakar. Educational facilities in the interior are thus much scarcer than in the capital.

Continuation to the second cycle of secondary school is based upon the BEPC results, given at the equivalent of grade 10. The results are extremely important in determining the type of program in which the student can enroll - the academic university preparatory stream offered by the *lycée* - or technical, teacher training programs. Moreover, the results do not simply pre-determine the individual's further education, but they form the basis of streaming at the upper secondary academic level*. This is a critical stage as university entry is based on the academic stream pursued during the last three years of secondary school. The *lycées* offer programs of study leading to the *Baccalauréat* or the *Baccalauréat Technique* for those enrolled at a *lycée technique*. Please refer to Chapter I for the discussion on curriculum, diplomas, and examinations.

At this level, there is an even more significant attrition rate. It is estimated that of students enrolling in the *lycées* or CEG's 57% do not complete the lower four-year cycle. with 27% dropping out as a result of failure on the BEPC examination. In 1965, 1% of those enrolled in the last year of the first cycle transferred to the technical or teacher training tracts with only 15% obtaining admission to the upper secondary academic cycle. Even this final cycle of secondary education takes a tremendous toll as, again in 1965, 12% dropped out prior to completing the upper secondary cycle and only 3% received the *Baccalauréat*. While these percentages may not now be as great, there is considerable screening out at the secondary school level.

It should be noted that the 1969-1973 plan made provision for basic structural changes in Sénégal which will be implemented in the near future. Basically the changes would consist of the following:

1. Restructuring the elementary and secondary levels to:

Elementary	5 years
Lower Secondary (first cycle)	4 years

a) Terminal Vocational Training (for 85% of elementary school leavers)
b) General Academic Studies at *Collèges d'Enseignement Secondaire* (C.E.S.)

Upper Secondary (second cycle)	For C.E.S. Graduates

a) three years at an academic *lycée*
b) Three years at a technical *lycée*
c) Two years at a vocational school

The entire educational cycle, through senior secondary level, would thus be reduced by one year, making primary and secondary studies a total of twelve years. The present examinations would remain in effect.

Technical and Vocational Education

Technical and vocational programs are offered at two levels; (a) after completion of the primary education cycle and (b) during the second cycle of secondary school.

Primary school leavers have various opportunities for vocational and technical training in fields such as agriculture, commerce, home economics, fishing, forestry, animal husbandry, and industry. These are generally three-to four-year programs offered at *Centres de Formation* or *Ecoles d'Agents Techniques*. Entry is based upon satisfactory completion of primary school. The courses lead to two types of certificates and diplomas: the *Certificat d'Aptitude Professionnelle* (CAP) for the three year courses; the *Diplôme d'Agent Technique de l'Agriculture* (ATA) for the four-year course in agriculture. Most of these programs are terminal.

BEPC holders are able to enter various technical and vocational programs, generally at the *Lycées Techniques* or the *Ecoles Nationales* providing two-year technician training. Technical studies are offered during the short cycle of two years, generally leading to the *Brevet d'Agent Technique* or the *Brevet de Technicien*, or the full second cycle of secondary education - three years - leading to the *Baccalauréat Technique*. For further information regarding these programs, consult Chapter I.

Teacher Training

Elementary school teachers are generally channeled into teacher training programs on the basis of the BEPC examination. One-year courses are available at the *Centre Régionaux de Formation Pédagogique* (CFP), leading to the *Certificat Elémentaire d'Aptitude Pédagogique* (CEAP). Three-year programs are also offered at the *Ecoles Normales* leading to the *Baccalauréat* or the Brevet Supérieur de fin d'Etudes Normales (BES) and the teacher's certificate or Certificat d'Aptitude Pédagogique (CAP). The curriculum at the Ecoles Normales is very similar to the upper cycle of the lycée with the exception that three hours per week are devoted to pedagogical training. Graduates of this three-year cycle are considered fully qualified elementary school teachers.

Higher Education

Higher education, at the post-secondary level in Sénégal takes place, for the most part, at the Université de Dakar, with its many faculties, associated institutes, schools, and centers. There are a few aspects of post-secondary technical education which remain separate from the University of Dakar. Examples would be the Ecole Nationale des Cadres Ruraux, located at Bambey, providing three- to five-year rural engineering programs, and the Ecole Nationale des Travaux Publics et de Bâtiment offering a post-secondary year program for foremen and technicians.

There are also Nursing, Post and Telecommunication Schools offered at the post-secondary school level through institutes operated by the relevant Ministry. In addition, there is the Ecole Normale d'Enseignement Technique Masculin preparing shop instructors and teachers in technical fields. The training of women vocational and technical teachers takes place at the Ecole Normale Nationale d'Enseignement Technique Féminin. With the exceptions of these institutions, most other programs are part of, or closely related to, the Université de Dakar.

The Université de Dakar has four faculties:

Faculté des Sciences Juridiques et Economiques
(law and economics)
Faculté des Sciences (Sciences)
Faculté des Lettres et Sciences Humaines
(Letters and Humanities)
Faculté de Médecine et Pharmacie
(Medicine and Pharmacy)

In addition, the following schools and institutes, some of which are purely research-oriented, exist:

Ecole Normale Supérieure
Institut Universitaire de Technologie
Ecole de Bibliothécaires, Archivistes, et Documentalistes
Institut des Sciences et Techniques de l'Information
Centre de Linguistique Appliquée
Centre de Recherches Psychopathologiques
Institut de Médecine Tropicale Appliquée
Institut de Santé Publique
Institut de Pédiatrie Sociale
Institut des Sciences et Médecine Vétérinaires

I. Entrance Requirements

Entrance requirements to the *licence* programs require the *Baccalauréat* in the relevant stream or *série*. Faculty competitive entrance examinations may also be given, particularly in the sciences.

II. Degree Structure

The Faculty of Law and Economics has since 1971-1972 modified its curriculum to introduce a wide variety of courses related to Africa, francophone West Africa, and Sénégal in particular. Thus courses such as African constitutional law, public finance in Sénégal, national accounting, African economic integration, are gradually replacing many of the courses modeled on the French curriculum. Nevertheless, this does not affect the equivalence of the degree with the French *licence*. Similarly, the Faculty of Letters and Humanities has introduced courses more adapted to African interests and needs. The Science and Medicine & Pharmacy programs still follow the French model pretty closely.

The degree structure of the faculties is the following:

Faculty	Diplomas				Total Years
Law	D.E.J.G. (2 years)	L. (2 years)	D.E.S. (1 year)	D. (1 year)	6
Economics		L. (4 years)	D.E.S. D.S. (1 year)	D. (1 year)	6

II. Degree Structure[1]

Faculty	Diplomas*				Total Years
Médecine				D (7 yrs)	7
Pharmacy		D.E.P. (5 yrs)			
Sciences	D.U.E.S. (2 yrs)	L. (2 yrs)	M. (1 yr)	D. (1 yr)	7
Letters and Human Sciences	D.U.E.L. (2 yrs)	L. (2 yrs)	M. (1 yr)	D. (2 yrs)	7
Dentistry		D.C.D. (5 yrs)			

The system of grading and examinations is similar to that outlined in Chapter I with the addition that contrôle continu, continuous assessment, is increasingly being introduced so that students are graded not simply on the examination at the end of the year but on other assignments and tests during the school year.

III. Other Post-Secondary Programs

A) The Ecole Normale Supérieure (E.N.S.) is the advanced teacher training institution, preparing teachers for the two levels of secondary school and education inspectors. Three sections of teacher training are provided. Entry to the first section is based on two years of undergraduate study for holders of the D.U.E.S. or the D.U.E.L. A one-year program of pedagogy is offered leading to the Diplôme de l'Ecole Normale Supérieure. A second section is open to those having completed a licence in a subject specialization and provides a one-year program leading to the Certificat d'Aptitude au Professorat de l'Enseignement Secondaire (C.A.P.E.S.). Although the C.A.P.E.S. is entitled slightly differently in Sénégal it has the same value as the diploma issued by other francophone advanced teacher training institutions. There is a final section leading to the Agrégation de l'enseignement secondaire which is a one-year program to holders of the Maîtrise. In addition, there are two-year combined theory and practical training programs for inspectors at the primary and middle school level.

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*See Glossary for titles of Diplomas.

[1] This table is adapted from "Organigramme des etudes Supérieures des Equivalences de Titres, de Diplômes, et de Periodes d'Etudes entre les Universités de Langue Française, AUPELF, 1972.

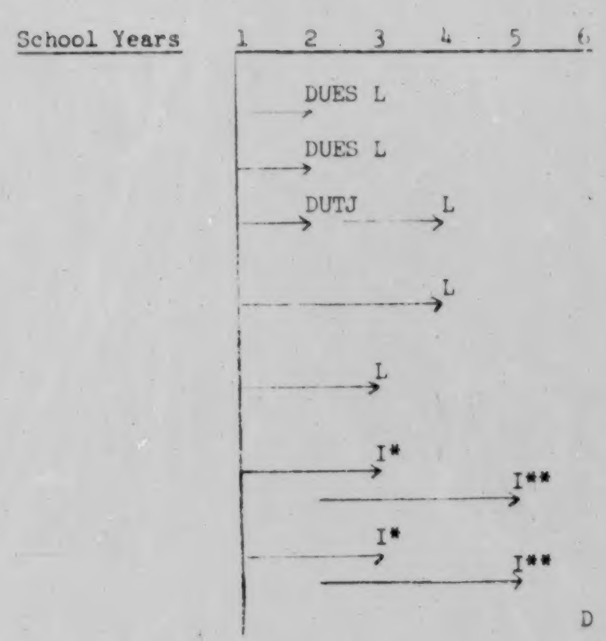
B) The Institut Universitaire de Technologie (I.U.T.), affiliated with the University, is an advanced institute of technology. Two major divisions are offered: Formation Industrielle and Technique de Gestion. The former includes departments of mechanical and electrical engineering, applied chemistry, biology, and civil engineering. The latter division offers programs in business administration, finance, and accounting. Most programs vary from two to three years' duration leading to the Diplôme Universitaire de Technologie (D.U.T.). Entrance is generally based on the Baccalauréat. These programs are generally considered terminal as they are geared towards producing middle level manpower for the industrial and commercial sectors.

C) The Ecole de Bibliothécaires, Archivistes et Documentalistes (E.B.A.D.) provides diploma courses of two years' duration for professional librarians, archivists, and documentalists. Entry is generally based on the Baccalauréat but B.E.P.C. holders, with three years of experience in the profession are admissible. The program leads to the Diplôme d'Aptitude with mention of the particular section.

D) The Ecole Nationale d'Administration du Sénégal exists to give professional training to civil servants. Entry is based on the licence and a competitive examination. Furthermore, applicants must be in the high administrative civil service categories. Three years of training are given in affiliation with the Faculty of Law and Economics at the University. A Diplôme is given at the end of the program.

TOGO

HIGHER EDUCATION: UNIVERSITE DU BENIN



Departments & Schools

Faculty of Sciences

Faculty of Letters

Ecole Nationale Supérieure d'Administration et des Carrières Juridiques (ESACJ)

Ecole Supérieure de Techniques Economiques et de Gestion (ESTEG)

Institut National de Sciences de l'Education (INSE)

Ecole Supérieure de Mécanique Industrielle (ISMI)

Ecole Supérieure d'Agronomie (ESA)

Ecole de Médicine

* Ingénieur d'Execution
** Ingénieur de conception

CHAPTER V : TOGO

GENERAL BACKGROUND

The Republic of Togo is a small country located between Ghana and Dahomey. Nearly 400 miles long, Togo covers an area of only 20,000 square miles and has a population of 1.8 million. It is one of the most densely populated countries in Africa, with 90 people to the square mile. The areas of highest population density are: the Kabre district in the north; the Moba and Anecho districts in the south, where there are over 150 people per square mile.

There is a wide variety of ethnic groups, with three major ones including the Ewe, the Ouatchi, and the Mina who speak Ewe, located in the southern part of the country; the Paragourma group to the northwest comprising ten sub-groupings; and the Gorousi to the east, including the Kabre that are the most numerous. Togo produces coffee, cocoa, and cotton for export but phosphate production is its major industry, comprising 45% of its exports.

CURRENT EDUCATIONAL STRUCTURE

Primary and Secondary Education

Togo has the standard form of primary and secondary education: six years of primary education; and two cycles, of four and three years, comprising lower and senior secondary school. Students are streamed at the end of primary school, and after the B.E.P.C. examination given after ten years of education. At this level students are oriented into vocational or training institutes such as the National School of Agriculture at Toue, or enter the university preparatory second cycle at a *Lycée*. As in other francophone countries technical programs of short and long cycles at the senior secondary level are offered through the Lycée Technique de Lomé. As Table I indicates, there are a number of technical programs leading to Brevet certificates and the Baccalauréat Technicien.

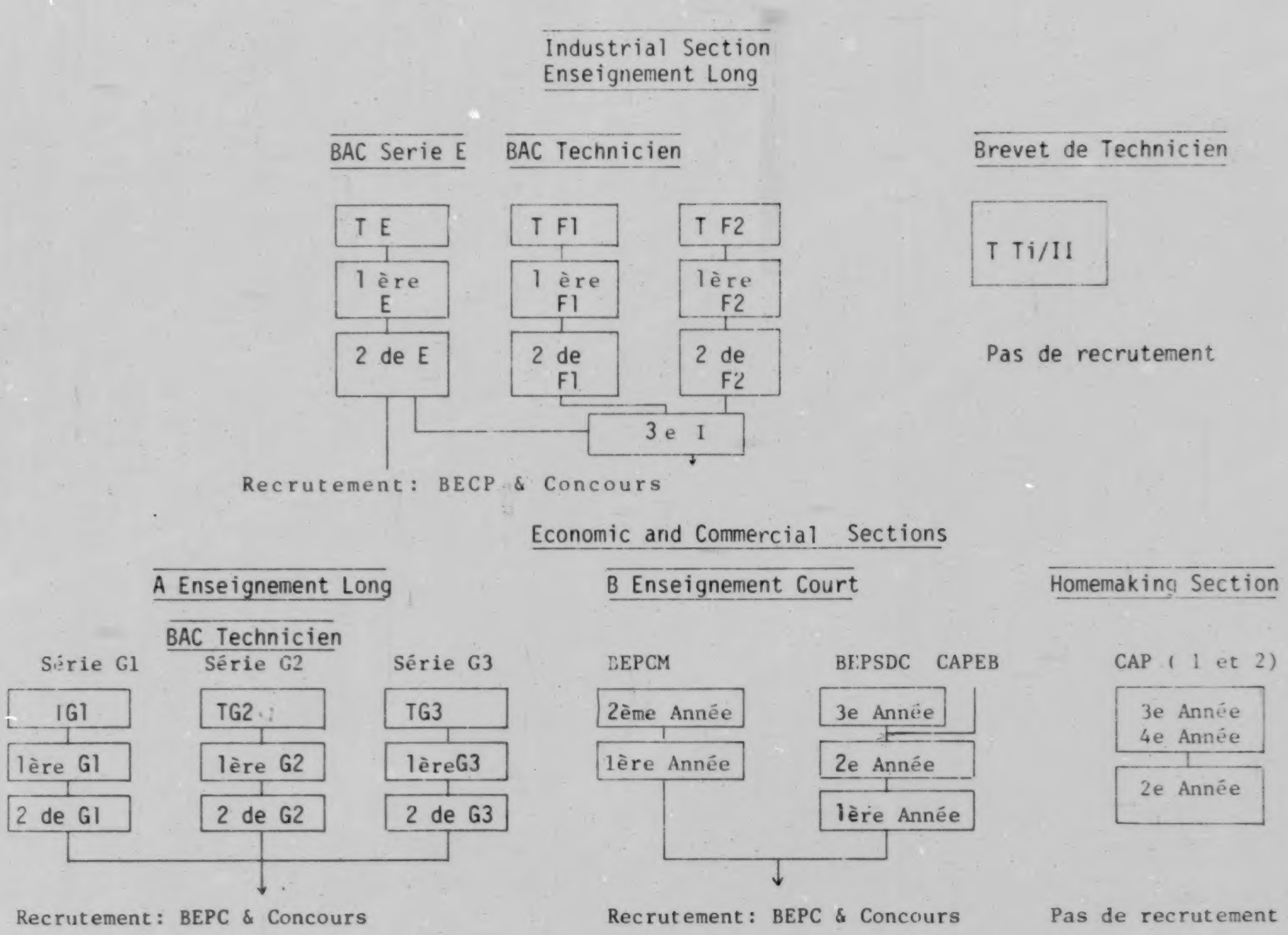
The Baccalauréat is administered and designed by the Office du Baccalauréat de l'Enseignement du Second Degré, attached to the Université du Bénin. Subject examinations are designed by specialized committees under the direction of the Rector of the University. The members of the jury are nominated by the Ministry of Education after consultation with directors of secondary schools and the departments of the university. Togo has a reasonably high rate of success at the first session of the Baccalauréat examination. Statistics for the June 1973 examinations indicate that 63% of those sitting for the examination, or 433/688, were successful. A great number of those passing, did so on the basis of a supplementary oral examination, or épreuves du 2 e groupe.

Higher Education

In 1967 the higher education needs of Togo were met by the Institut d'Enseignement Supérieur du Bénin which was a university shared with Dahomey. The humanities departments were offered in Togo, the sciences areas were covered in Dahomey. In 1970 Dahomey decided to create its own national institution, and as a consequence the Université du Bénin came into existence the same year. Originally it was composed of five schools: Law and economics; medicine; sciences, letters and humanities, and an Institute of Technology (IUT). In the interest of creating programs of relevance to national needs, there was major university reform in 1972 affecting the philosophy, curriculum, and structure of programs. The major objectives were the professionalization of education, and the generation, within a short period of time, of urgently needed cadres - teachers, middle level technicians and engineers. These decisions were taken in view of economic imperatives in the public and private sectors.

As a result of these reforms several new faculties or schools were created, and one other faculty revised. The Faculty of Law and Economics was divided into: (a) the Ecole Nationale Supérieure d'Administration et des Carrières Juridiques

LYCEE TECHNIQUE - LOME


Industrial Section
Enseignement Long
BAC Serie E
BAC Technicien
Brevet de Technicien
T E
1 ère E
2 de E
T F1
1 ère F1
2 de F1
T F2
1ère F2
2 de F2
3e I
T Ti/II
Pas de recrutement
Recrutement: BECP & Concours
Economic and Commercial Sections
A Enseignement Long
BAC Technicien
Série G1
Série G2
Série G3
IG1
1ère G1
2 de G1
TG2
1ère G2
2 de G2
TG3
1èreG3
2 de G3
Recrutement: BEPC & Concours
B Enseignement Court
BEPCM
2ème Année
1ère Année
BEPSDC
CAPEB
3e Année
2e Année
1ère Année
Recrutement: BEPC & Concours
Homemaking Section
CAP (1 et 2)
3e Année
4e Année
2e Année
Pas de recrutement

(E.S.A.C.J.) and (b) the Ecole Supérieure de Techniques Economiques et de Gestion (E.S.T.E.G.), offering two divisions, economics or business/management. The Institute of Technology was abolished. Instead two institutions designed to train two levels of engineers were created: (a) the Ecole Supérieure d'Agronomie (E.S.A.) and (b) the Ecole Supérieure de Mécanique Industrielle (E.S.M.I.). Two other institutions were added: (a) the Ecole des Assistants Médicaux and (b) the Institut National des Sciences de l'Education (I.N.S.E.)

I. Entrance Requirements

Entrance to the university is based on the Baccalauréat in appropriate sections, dependent upon the availability of spaces. A special entrance examination is given each year, in May, to those applying for entry on a concessional basis - in other words, without the Baccalauréat. To qualify for the examination, individuals must generally be 20 years of age, and have two years of professional experience. These applicants are not expected to have sat for the Baccalauréat within the last three years. For some faculties, the examination could also be given to those unsuccessful on the Baccalauréat, but having completed the classe terminale .

The special entrance examination is an oral test given and judged by a jury to determine the applicant's special aptitudes and general knowledge. Sometimes a written section may also be added. It should also be noted that in some programs, particularly in engineering, additional screening is done after the first year when short and long cycles of training are provided.

II. Degree Structure

The degree structure varies from one faculty to the next.

A) Faculté des Sciences & Faculté des Lettres

Three-year licence programs are offered by both faculties. The first university cycle - or two years - in the Science Faculty leads to the D.U.E.S., and in the Faculty of Letters to the D.U.E.L. A major innovation in the curriculum of both faculties has been the affiliation with the newly created Institut National des Sciences de l'Education (I.N.S.E.)

In meeting the objective of better preparing university graduates for secondary school teaching, compulsory education courses, offered through the I.N.S.E., have been introduced in both faculties throughout the three-year licence program. Twenty-five to thirty hours per week are compulsory in subjects such as general education, educational psychology, and psycho-sociology. As a result the number of hours per year has been increased in both programs by the following proportions:

	Previously	Since 1972
D.U.E.L & D.U.E.S.	1,000 hours	1,250 hours
Licence	500 hours	700 hours

B) Ecole Nationale Supérieure d'Administration et des Carrières Juridiques (E.S.A.C.J.)

As noted earlier, this school represents a modification of the traditional Law faculty. The reforms aimed to create more functional and professional education by introducing one year of practical on-the-job training, usually done in the fourth, and final year, leading to the licence. Students in the first year follow a core curriculum; streaming occurs on the basis of the examination given at the end of the year. After the first year of general law, students who perform well on the examination can choose between four specializations: judicial, general, administration, and international, law. Those who do not perform outstandingly on the examination do a short cycle of one additional year of practical-oriented coursework leading to the Diplôme Universitaire de Techniques Juridiques (D.U.T.J.) which is generally a terminal degree for those in the short cycle. Those continuing in the long cycle, of four years, do not earn this diplôme at the end of the first university cycle. The licence is awarded at the end of the final year.

C) Ecole Supérieure de Techniques Economiques et de Gestion (E.S.T.E.G.)

The Advanced Institute of Economics and Management is the result of the reform of the former faculty of Law and Economics. There are two major departments: Commerce and Management, Section de Commerce et Gestion and Economics, Section de Techniques Economiques. The same curriculum is provided during the first two years of the programs. Students are streamed at the end of the second year on the basis of their examination results. Those in economics continue for two additional years, specializing in planning and development techniques and those in the commercial stream take advanced coursework in management and commerce. Both programs provide for one-year of on-the-job training; this is usually provided during the fourth year for the economics stream, and during the third year for those in the commercial program. The Licence en Techniques de Commerce et Gestion is awarded to those pursuing the commercial program, the Licence en Techniques Economiques is given to those in general economics.

D) Institut National de Sciences de l'Education (I.N.S.E.)

In addition to offering complementary training to students enrolled in the Faculties of Law and Science, the I.N.S.E. has a licence program. Entry is generally based on the D.U.E.L. or D.U.E.S. (after the first two years of university study), although students from other faculties, having completed two years of undergraduate work are also admissible.

The Institute uses the unit system, or Unités de Valeurs, which requires 5 U.V. for graduation which can be completed on a full-time basis in one academic year. The required units include General Education, the Psychology of Education, Statistics, Applied Education, and Social Education. Five other general courses were introduced during the 1973-1974 academic year.

E) Ecole Supérieure de Mécanique Industrielle (I.S.M.I.)

E.S.M.I. was created in 1972 to form engineers at two levels: the ingénieur de réalisation (technical engineer) and the ingénieur de conception (theoretical engineer). The first level would be considered an advanced technician with functional and practical skills; the second category would correspond to an engineer with theoretical knowledge.

The first program, or short cycle, is of three years' duration. Entry is based on the Baccalauréat D,C,E,F, and generally a technical aptitude test given by the school. The first three semesters, generally taught by professionals in the capital, provide practical and technical skills. Programs are offered in the fields of mechanical, electrical, telecommunications engineering; hydraulic and civil engineering. It is being proposed that Chemical and Mining Engineering also be introduced. Short on-the-job training projects are provided throughout the program.

Students pursuing the long cycle of engineering studies usually are streamed out of the short cycle after the second year. D.U.E.S. holders are also admissible, amongst those having done mathematics and physics or physics and chemistry. Three additional years of training are provided leading to the Diploma of Ingénieur de Conception .

F) Ecole Supérieure d'Agronomie (E.S.A.)

The E.S.A. follows the same training philosophy and structure as the E.S.M.I. with a short cycle of three years' duration and a longer five-year cycle leading to the Diplôme d'Ingénieur de Conception. Entry is based on the Baccalauréat in the C,D,E and F streams.

G) Ecole de Médecine

Presently the school of Medicine only offers the final year in the third cycle of Medical training, or the sixth year. Entry is based upon completion of the first five years at a recognized medical school. The final year given at the Université du Bénin provides for additional theoretical training and an extended internship in general medicine and surgery, gynecology and obstetrics. It is planned that as facilities develop, the school will be able to offer more of the basic training curriculum.

III. Grading and Examination System

The grading and examination system varies to some extent by department or faculty. In many programs the contrôle continu is offered which means regular assessment during the academic year through the use of tests, oral examinations, and/or practical work. Originally it was introduced as a means of dispensing the bright students from examinations offered during the June or October session. Usually students are given the option of being assessed on this basis which is a function of geographical location and/or professional responsibilities. Some students may not always be able to attend all classes for either of these reasons, and would thus be at a disadvantage. For them, the major determinant of success would continue to be the examinations given in all subjects at the end of the academic year. The grading in all faculties is on the basis of 0-20, 20 being the highest possible level of attainment. Students who, under the *contrôle continu*, pass or obtain an average of 10/20 in all major subjects during the school year are not required to take the written examinations in June. In many departments they are given a supplementary oral examination on the basis of which they are declared *admis* or pass. Those who have not obtained minimum pass in classwork during the year in all major subjects, or those who have not been able to be graded in all subjects due to professional or other reasons, sit for the formal examination session in June.

The first examinations session, at the end of the academic year, is composed of written papers in three to four major subjects and oral examinations in another three to four subjects. The exact number of subjects tested varies by program of study. Major subjects have a coefficient of 2, minor or secondary courses are weighted by the coefficient of 1. An average of 10/20 is required for pass. Those who have not followed the *contrôle continu* , which must be requested at the beginning of the school year, are allowed to retake the examinations at the second session, October, if they fail at the first try. The mentions or distinctions are given according to the following:

Passable	10-	less than 12
Assez Bien	12-	less than 14
Bien	14-	less than 16
Très Bien	16-	20

Detailed syllabi and examinations schedules can be obtained from the Université du Bénin, where all faculties publish a *Livret de l'Etudiant* providing all relevant information.

CHAPTER VI: PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. *Students presenting a _Baccalauréat_ with a mention _passable_, or higher (_Baccalauréat_ Part II for Malian applicants) in the various options A,B,C,D.E. are eligible for placement at the undergraduate level. Based upon the specialization which the student presents, as indicated by the option or _série_ pursued during the second cycle of the secondary school program, the following recommendations for placement at the undergraduate level are presented:

A) Students holding _Baccalauréat A_ - humanities and philosophy - or B - economics - should be admitted into a degree program in the humanities or social sciences, providing such programs do not demand strong mathematics preparation.

B) Holders of the _Baccalauréat C_ - mathematics and physical sciences - D - applied sciences and mathematics and E - science and technology, can be admitted into degree programs in any field, due to their general background in humanities, mathematics and sciences. Within the sciences there may be some deficiencies in laboratory skills.

II. Students with _Baccalauréats_ in Sections A,B,C,D,E, can be granted up to a maximum of one academic year of advanced credit in an undergraduate degree program in their areas of specialization during senior secondary school.

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* Malian streams are referred to in different terms, and are generally designated by two initials rather than one. Conceptually the programs are similar.

III. Admission officers are urged to consider, in addition to the Baccalauréat, granted on a general average of the results of subject examinations in five or six subjects, the student's Livret Scolaire (transcript) for the last three years of secondary school covering work completed in classe de seconde, classe de première, and classe terminale. This document is not generally delivered to the student himself but can be obtained from the Proviseur (Headmaster) of the secondary school attended. The Livret will indicate grades in course work and examinations on a trimester basis, the rank in class of the student on a subject basis, and comments from each of the professors.

IV. In the evaluation of the grades indicated on a candidate's Livret Scolaire the following rough approximation of grade equivalents is provided:

Notes	Approximate American Equivalence
14-20	A
12-13	B
11-10	C
9	D

No similar letter grade equivalent can be assigned to the various mentions given on the Baccalauréat. These mentions, which specify the quality of the examination results, range from passable, assez bien, bien and très bien. The vast majority of students receive only mention passable which indicates a much higher level of performance than the American term "passing". In reviewing the Baccalauréat certificate and the Livret Scolaire, the admissions officer will also wish to note the following: (a) whether the Baccalauréat was obtained at the first sitting in June or at the second sitting in September/October; (b) whether the student was required to take a supplementary oral examination after the written test; and (c) whether the student was required to repeat an academic year of the senior secondary school cycle. Applicants who have not repeated a school year and have passed the Baccalauréat at the first sitting are the strongest candidates academically.

V. The Certificat de Fin d'Etudes Secondaires is not the equivalent of the Baccalauréat. This certificate simply confirms class attendance in the last year of secondary school (classe terminale) and, as such, should not be used as a basis for admission. In most cases, the presentation of the Certificat de Fin d'Etudes Secondaires means that the student was not successful in his attempt to pass the Baccalauréat examination.

Transfer Level Admissions

I. Students holding the following diplomas, after two years of undergraduate work in subjects related to the specialization, may be placed at junior or senior level:

Diplôme Universitaire d'Etudes Litteraires	(D.U.E.L.)
Diplôme Universitaire d'Etudes Scientifiques	(D.U.E.S.)
Diplôme d'Etudes Juridiques Générales	(D.E.J.G.)
Diplôme d'Etudes Economiques Générales	(D.E.E.G.)

II. Applicants holding the Diplôme Universitaire de Technologie(D.U.T.) in Sénégal and Ivory Coast, can be admitted at the sophomore level with the possibility of additional advanced credit being given in subjects outside the major field of study. Since the D.U.T. is often a terminal degree at African universities, U.S. institutions should request confirmation from the Dean of the Institut Universitaire de Technologie (I.U.T.) that the student would be eligible to continue his studies.

III. Students with a Diplôme d'Ingénieur -de Travaux - d'Exécution - de Réalisation, can be admitted into engineering programs at the junior level at American institutions.

Graduate Level Admissions

I. Students who have obtained a licence, whether based on a three-or four-year program, with a mention of passable or higher, can be considered for admission to graduate programs. Those who hold a licence in chemistry may need to include certain pre-requisites in their first-year graduate schedule. In addition to a copy of the licence, the U.S. institution should also try to obtain a copy of the student's relevé de note (transcript) which indicates the grades earned each year on a course-by-course basis, and final examinations results. Again, it should be noted that very few students receive a higher mention than passable.

II. Students holding the degree of Ingénieur de Conception in a number of specializations can be admitted to graduate study in engineering.

III. Students who hold the Maîtrise or the Diplôme d'Etudes Supérieures (D.E.S.) or the Diplôme d'Etudes Approfondies (D.E.A.), having completed one or two years of academic study beyond the Bachelor's degree, can be considered to have the equivalent of a U.S. Master's degree.

IV. L'Agrégation de l'Enseignement du Second Degré and the Agrégation de l'Université are certificates of outstanding proficiency in teaching and are obtained by examination before a jury (committee). The Agrégation is not in itself a degree program and requires no specific course, or research requirements.

V. Persons holding the Doctorat de Spécialité de 3e Cycle will have completed one to two years beyond the Maîtrise, or D.E.S., and may be admitted to a Ph.D. program.

VI. The Doctorat d'Etat is the equivalent to the American Ph.D.

Technical-Vocational Admissions

I. A student who holds the Baccalauréat Technique F and has very high secondary school marks can be accepted into an undergraduate degree program in engineering and science. Those with Baccalauréat Technique G can be admitted into undergraduate programs in business and commerce. A maximum of one academic year of advanced credit in subjects outside the major field could be given for both Baccalauréats.

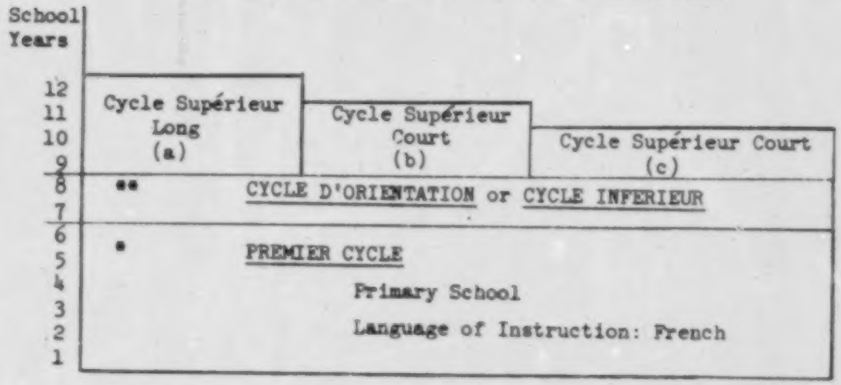
Teacher Training Admissions

I. Holders of the Certificat d'Enseignement Général from the Ecole Normale Supérieure could be considered for placement in an undergraduate degree program in Education, or in one of the subject areas of his Baccalauréat examination. Based on the Baccalauréat work and on two to three years of study at the Ecole Normale Supérieure, he could be considered for advanced standing.

II. CAPES - The Certificat d'Aptitude Pédagogique or the Certificat d'Aptitude au Professorat de l'Enseignement Secondaire, is the equivalent of the M.A.T. degree granted by U.S. institutions.

ZAIRE

I. PRIMARY AND SECONDARY EDUCATIONAL STRUCTURE


School Years
12
11
10
9
8
7
6
5
4
3
2
1
Cycle Supérieur Long (a)
Cycle Supérieur Court (b)
Cycle Supérieur Court (c)
**
CYCLE D'ORIENTATION or CYCLE INFERIEUR
*
PREMIER CYCLE
Primary School
Language of Instruction: French

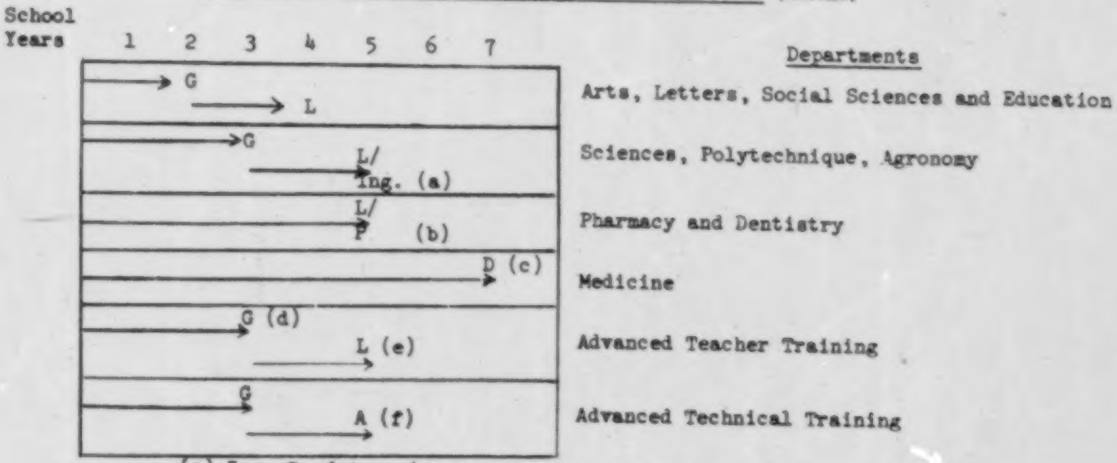
* "Certificat d'Etudes Primaires"
** "Brevet du Cycle d'Orientation"

a) University preparatory cycle leading to the "Diplome d'Etat"

b) Technical and teacher training programs leading to the "Diplome de Fin d'Etudes Secondaires", the "Brevet d'Instituteurs", or the "Brevet de Technicien".

c) Commercial/Vocational/Social courses leading to the "Brevet d'Aptitude Professionnelle".

II. HIGHER EDUCATION: UNIVERSITE NATIONALE DU ZAIRE (UNAZA)


School Years
1
2
3
4
5
6
7
Departments
G
L
Arts, Letters, Social Sciences and Education
G
L/ Ing. (a)
Sciences, Polytechnique, Agronomy
L/ P (b)
Pharmacy and Dentistry
D (c)
Medicine
G (d)
L (e)
Advanced Teacher Training
G
A (f)
Advanced Technical Training

(a) Ing.-Ingénieur (for Polytechnique and Agronomy programs)
(b) L - Licence en Sciences Bucco-Dentaires (Dentistry)
P - Pharmacien (Pharmacy)
(c) D - Docteur en Médecine
(d) G - Graduat en Enseignement (E.N.M.)
(e) L - Licence en Enseignement (E.N.S.)
(f) A - Architecte (with one supplementary year for on-the-job training)

CHAPTER VII : ZAIRE

GENERAL AND EDUCATIONAL BACKGROUND

Zaire, known as the Belgian Congo until independence in 1960, and subsequently as the Democratic Republic of the Congo until 1971, has a land immensity almost equal to that of India. However Zaire's potential for meeting the educational and basic human needs of its people is far more encouraging when one considers the population of 14 million as compared to India's 450 million.

Although the Portuguese made contact with the Congo in 1482, serious interest in the region's resources was not manifested until Stanley's trip down the Congo River in 1877 which culminated in the formation, the following year, of the International Association of the Congo by the Belgian Monarchy under Leopold II. The territory was officially transferred to Belgium in 1908.

Under Leopold, church, business, and government combined to form a white colonial ruling élite. The first school was opened in 1892, but until 1948, the colonial government assumed no real operational responsibility for the education of the Congolese, leaving this to the missionaries, both Catholic and Protestant, where priority was given to primary school enrollment. In addition the educational system sought to furnish employable skills to the industrial sector for the colonial economy. Most rural children and many of the less capable urban pupils terminated school after five years. Some then had the opportunity to attend post-primary apprentice schools for two additional years to become semi-skilled laborers, minor administrators, farmers, or agricultural teachers.

Attrition in the educational system was, and still is, severe. At independence, 1960, only 136 students finished secondary school with a diploma. Of 519,000 primary school age children entering the first year in 1954, only 45,000 (9%) made it through the sixth year in 1960.

Despite the emphasis on vocational, non-academic training for the Congolese, the Belgians recognized the need for a higher level of education. In 1954 Lovanium University, under the auspices of the Université de Louvain, was opened in Kinshasa (formerly Léopoldville) . By independence Lovanium had graduated some 20 nationals. Through internal pressure for additional higher education facilities, l'Université Officielle du Congo, affiliated with l'Université de Bruxelles, was created in 1956 at Lubumbashi (formerly Elizabethville). The third university, l'Université Libre du Congo, in Kisangani, (formerly Stanleyville) was founded in 1963. With independence the Government legislated large-scale educational reform to make education more accessible at all levels, and more relevant to national needs.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education in the Republic of Zaire constitutes a six-year cycle, entitled the Premier Cycle, classes 12,11,10,9,8,7. The curriculum, emphasizing general education, includes French, arithmetic, moral and religious instruction, history and geography, civic instruction, physical and natural sciences, African languages, physical education, arts. Instruction is no longer in vernacular languages but in French. It should be pointed out that despite this change in 1961 a number of educational and planning experts in Zaire have proposed a return to primary instruction in the major languages - Lingala, Tshiluba, Kiswahili, and Kikongo - at least during the first two years of the primary cycle.

In 1967-1968, there were approximately 9,230 primary schools operating in Zaire, enrolling 2,338,895 children. These institutions are run by the Government, the Catholic Church, and Protestant groups.

Students who have satisfactorily completed primary school receive the Certificat d'Etudes Primaires, awarded to those who obtain good results on the examination known as l'Examen de Fin de Cycle. It should be added that passage from one year to the next is not automatic. Promotion is based upon a school examination given at the end of each academic year. Although Zaire has one of the highest levels of primary school enrollment, the drop-out rate is considerable. It has been estimated that there is a loss, during the first two years, of

50% of those who started in the first year of primary school. Furthermore, only approximately 20% actually complete primary studies.

Secondary Education

Secondary school entry is based upon a) possession of the Certificat d'Etudes Primaires and b) good results on a competitive Ministry of Education examination, the Examen Sélectif. Secondary education has been the level most affected, in structure and philosophy, by the reforms of 1961-1962. The objectives have been to a) make education more relevant to Zairois needs; b) institute practical and semi-vocational training programs such that those who do not necessarily continue for higher education have skills; c) provide various terminal training programs; and d) introduce diversity in the secondary school curriculum such that individual talents and professional objectives can be identified and met. Accordingly, secondary education has been divided into two major cycles - Cycle Court (short cycle) and Cycle Long (long cycle).

I. Cycle d'Orientation

This cycle, Classes 1-2, referred to as CO, or the cycle inférieur, consists of two years of general education for all students regardless of whether they will subsequently pursue a technical, commercial, teacher training, agricultural, or academic specialization. It was created to provide a general background to all students in the fields of French, mathematics, history, geography, sciences, technology, African sociology, civic instruction, and physical education. Students who obtain satisfactory results at an examination, given after the second year, qualify for the Brevet du Cycle d'Orientation. This examination is used to orient students for the Cycle Supérieur - or senior high school. It is not used as an entrance examination. Students are tested in major fields including French and mathematics. In 1967-1968, 68% of students enrolled in CO received the Brevet. In 1968-1969, the proportion of successes rose to 80%.

II. Cycle Supérieur

Corresponding to senior high school, this cycle represents the third general cycle within the educational structure. It has been substantially modified, since 1961, providing two sub-cycles responding to different educational needs: a) the Cycle Long and b) the Cycle Court. The first is university preparatory leading to the Diplôme d'Etat de l'Enseignement secondaire. Programs are of four years'duration. The Cycle Court is advanced secondary technical and professional training of two to three years' duration, usually of a terminal nature. Successful completion of these studies is sanctionned by the Diplôme de Fin d'Etudes Secondaires in technical fields and the Brevet for professional areas. These are school examinations formulated and administered by the educational institution rather than national examinations.

The major programs offered during the Cycle Court are the following:

1. Teacher Training
   Section Pédagogique

2. Commerce and Administration
   Section Commerciale et Administrative

3. Industrial Arts - Mechanics
   Section Industrie - mécanique

4. Industrial Arts - Electricity
   Section Industrie - électricité

5. Agriculture
   Section Agricole

6. Telecommunications
   Section Postes et Télécommunications

7. Para-Medical Studies
   Section médicale

Some of these programs are also offered during the Cycle Long offering the following streams:

1. Literary Studies
   Enseignement secondaire littéraire

2. Sciences: math/physics/chemistry/biology
   Enseignement secondaire scientifique

3. Education (Teacher Training)
   Enseignement secondaire normal

4. Technical Education
   Enseignement secondaire technique

5. Agriculture
   Enseignement secondaire agricole

6. Arts and Crafts
   Enseignement secondaire-Arts plastiques

7. Aeronautics
   Enseignement secondaire de l'Aéronautique

8. Telecommunications
   Enseignement secondaire de Poste-Télécommunications

9. Medical Sciences
   Enseignement secondaire médical

10. Social Studies
    Enseignement secondaire social

Students completing the four-year Cycle Long, in one of these streams, and passing the National Examination during the final year - or 12th year - continue for university or post-secondary training. Syllabi for the following sections, as illustrations of the programs of study, are provided in Tables I-III: Scientific; literary; and Education.

Diplôme d'Etat

Students, during senior secondary school, are graded four times a year, and are required to sit for two examinations, given at the end of each semester in all major fields. During the final year, or classe de sixième, students sit for the Examen d'Etat leading to the Diplôme d'Etat. This examination was established in 1967 by the Government as a selective tool for university entry and as a uniform standard of comparison of secondary school graduates. Previously secondary schools gave their own school leaving examinations and diplomas. At that time, to maintain some control, the system of homologation was in effect. A diplôme homologué meant that the certificate came from an accredited secondary school, as judged by the Ministry of Education.

To qualify for the Diplôme d'Etat students must obtain a minimum of 50 points on a 100-point scale in each subject tested. Nevertheless academic work is also weighted counting for approximately 25%, with the examination results worth 75% in the final determination. Students may be allowed to repeat the examination the following year. Private candidates, candidats autodidactes, may sit for

ZAIRE

TABLE I

SECTION: Scientific
Option : Chemistry/Biology

SYLLABUS - Senior Secondary School
Hours per Week

	3e	4e	5e	6e	Total
Religion & Civics	2	2	2	2	8
French	5	5	5	5	20
English	5	5	5	5	20
History	2	2	2	2	8
Geography	2	2	2	2	8
Mathematics	6	6	4	4	20
Physics	3(1)	2(1)	3	3	11
Chemistry	2	2	2	2	8
Biology	-	1	2	2	5
Laboratory Work	-	-	2(2)	2(2)	4
African Sociology	2	-	-	-	2
Political Economy	-	2	-	-	2
Art	-	-	2	-	2
Philosophy	-	-	-	2	2
Physical Education	2	2	2	2	8
Drawing	1(3)	1(3)	1(4)	1(4)	4
Total	32	32	34	34	132

N.B. (1) Program as of March 1973.
(2) Laboratory work alternating between chemistry and biology.
(3) Programs of January 1972.
(4) Documentary drawing in conjunction with biology courses.

ZAIRE

TABLE II

Section: Literary
Option : Latin/Philosophy

SYLLABUS - Senior Secondary School
Hours per Week

	3e	4e	5e	6e	Total
Religion & Civics	2	2	2	2	8
French	6	6	6	6	21
English	5	5	5	5	20
History	2	2	2	2	8
Geography	2	2	2	2	8
Mathematics	4	4	2	2	12
Physics	-	2	2	2	6
Chemistry	1	1	1	-	3
Biology	-	1	1	1	3
African Sociology	2	-	-	-	2
Political Economy	-	2	-	-	2
Art	-	-	2	-	2
Philosophy	-	-	-	2	2
Physical Education	2	2	2	2	8
Latin	6	6	6	7	25
Total	32	34	32	32	130

ZAIRE

TABLE III Section: Pedagogy (Teacher Training)
Option : General Education

SYLLABUS - Senior Secondary School
Hours per Week

	3e	4e	5e	6e	Total
Religion & Civics	2	2	2	2	8
French	6	6	5	5	22
English	5	5	3	3	16
African Linguistics	-	-	2	2	4
History	2	2	2	2	8
Geography	2	2	2	2	8
African Sociology	2	-	-	-	2
Political Economy	-	2	-	-	2
Art	-	-	2	-	2
Philosophy	-	-	-	2	2
Mathematics	5	5	2	2	14
Physics	3	2	1	1	7
Chemistry	2	2	-	-	4
Biology/Hygiene	-	1	2	2	5
Total (a)	29	29	23	23	104
Pedagogy	-	1	8	8	17
Physical Education	2	2	2	2	8
Drawing, Writing	2	2	2	2	8
Music & Theater	1	1	1	1	4
Total (b)	5	6	13	13	37
TOTAL	34	35	36	36	141

the Examen d'Etat but are at some disadvantage as their success depends entirely on the examination results. The former practice of awarding the Certificat d'Etat, to those obtaining 40%, has been suppressed since 1970.

The grading system utilized corresponds to the following American approximate equivalents:

Grade	American equivalent
80	Excellent
70	Very Good
60	Good
50	Pass
Below 50	Fail

In June 1973 the Ministry of Education reported the following statistics on the Examen d'Etat : 14,548 students sat for the examination of which 7,795 or 53.5% qualified for the diploma. Of this category 46.7% scored above 60%, while 53.3 fell below 60%.

It should be noted that the student's diploma will not give more than the total percentage pass. Individual subject results are not normally released, but may be obtained by requesting universities from the Proviseur, or Headmaster, of the secondary school.

Teacher Training

Two programs are offered during the Cycle Supérieur for primary school teachers through the long and short cycles. A three-year teacher training program is available during the Cycle Court. General education courses are given in the first two years, and in-service teacher training, stage pédagogique, constitutes the final year. Graduates receive the Brevet d'Instituteurs. The Cycle Long offers a four-year pedagogical program, followed by an additional year of teacher training. Graduates are awarded the Diplôme d'Instituteurs.

Higher Education

Since the reform of 1971, higher education has been unified under one central system, l'Université Nationale du Zaire (UNAZA). The reform was both administrative and academic. Administratively, the three previously independent universities - Université Officielle du Congo (UOC), Université Libre du Congo (ULC), and Lovanium- have now been merged into a single national university system. In addition, many formerly independent technical, teacher training, and professional institutes have become affiliated with the University. Academically, the objectives were to a) make the curriculum more relevant to developing and national needs, and b) adjust the degree structure in a more viable way.

Since 1971, the three campuses consist of the following faculties:

Kinshasa Campus

-- Faculty of Catholic Theology
-- Faculty of Law
-- Faculty of Economics
-- Faculty of Medicine and Pharmacy
-- Faculty of Sciences (mathematics, physics,chemistry,biology)
-- Polytechnic (mechanical,construction, electrical engineering)

Kisangani Campus

-- Faculty of Protestant Theology
-- Faculty of Education
-- Faculty of Sciences (biology)
-- Faculty of Agronomy

Lubumbashi Campus

-- Faculty of Letters
-- Faculty of Sciences (geology,minerology)
-- Polytechnic (mining, metallurgical, chemical engineering)
-- Faculty of Veterinary Medicine

UNAZA thus consists of fourteen faculties in addition to eleven teacher training institutes and twelve technical/professional institutes, to be described separately. Programs of study have been carefully coordinated such that each campus does not duplicate the offerings of another.

I. University Entrance Requirements

Entry to UNAZA faculties requires a) the Diplôme d'Etat and b) success on the épreuve d'orientation.

The _épreuve d'orientation_ is a university examination, given shortly after the _Examen d'Etat_, used for aptitude testing and subsequent orientation. It consists of testing in three major areas: a) letters b) education and social sciences and c) sciences. All students are tested in general subjects such as history and culture, then appropriate additional subjects are taken depending upon the academic objective. Most faculties require a pass of 60% on the _Diplôme d'Etat_. The pass grade on the _épreuve d'orientation_ varies somewhat by faculty: Science programs require a minimum of 50% on the science part; Humanities and Law faculties accept students with 60% or above on the letters part; Economics and other social science departments require a 55% pass in the first part and mathematics. Students failing this examination may be admitted to a preparatory year offered at several campuses, if spaces exist. These preparatory classes, however, are not exclusively reserved for students not meeting university entrance requirements, but are often recommended for preparation in the sciences. These preliminary years are known as _Propédeutique_.

II. University Structure

Until the reforms of 1971 most faculties followed the Belgian structure of _première candidature_, _deuxième candidature_, _première année de licence_, and _deuxième année de licence_. Currently the degree structure and the length of study have been modified into three different levels or cycles:

The _Graduat_, of two to three years' duration leading to the _Gradué_ diploma;

The _Licence_, or second university cycle, of two years' duration leading to the diploma of _Licencié_;

The _Doctorat_, consisting of coursework and dissertation for a minimum period of three years leading to the _Docteur_.

UNAZA does not offer a Master's degree.

A) Academic Faculties

Increasingly the _Graduat_ cycle is becoming a three-year program although two-year cycles are still offered in some departments. The curriculum consists of general university preparation for eventual specialization during the last two years of the *licence*. Currently the following sequence is in operation, in terms of the length of the two university cycles - *Graduat* and *Licence*:

Sciences: 3 - 2

Social Sciences: 2 - 2

Letters : 2 - 2

Education: 2 - 2

Applied science programs are provided through the *Polytechniques*, at the Kinshasa and Lubumbashi campuses. Engineering is a five-year course divided into the three years of *Graduat* and two years of specialization leading to the diploma of *Ingénieur*. Agronomy programs follow the same 3 - 2 sequence and also lead to the *Ingénieur* diploma. Medicine is a six-year program, Pharmacy and Dentistry being five-year programs. The first year of the three programs is similar being principally a preparatory year in the general sciences, following which students are oriented into the appropriate discipline.

B) *Teacher Training Institutes*

Post-secondary teacher training is provided through the *Instituts Supérieurs Pédagogiques*, for *Diplôme d'Etat* holders. Eleven such institutes are located in various regions of Zaire. Two different advanced teacher training programs are available. One section entitled the *Ecole Normale Moyenne* (E.N.M.) offers a three-year program in fields such as sciences, social sciences, humanities, and languages, leading to the *Gradué en enseignement*. This gives qualification for lower secondary school teaching. The most advanced program is offered through the *Ecole Normale Supérieure* (E.N.S.) currently available at two institutions: the *Institut Pédagogique National* (IPN), Kinshasa, and the *Institut Supérieur Pédagogique* (ISP), Bukavu. Entrance is based on the *Gradué en enseignement*, success on a competitive entry examination, and professional experience. The two-year program offers specializations in the natural and physical sciences , languages, and humanities leading to the Licence en enseignement. This allows individuals to teach at upper secondary school level. The Licence granted by the E.N.S. is recognized as the equivalent of the university Licence in academic fields.

C) Technical Training Institutes

There are twelve technical training institutions, affiliated with UNAZA, designed to produce manpower for the labor market. These include:

Institut de Météorologie, d'Aviation Civile et des Télécommunications

Institut National des Travaux Publics

Ecole Supérieure de Commerce

Institut Supérieur d'Enseignement Technique Féminin

Conservatoire National de Musique et d'Art Dramatique

Institut Supérieur des Sciences Infirmières

Institut Supérieur des Sciences administratives et des Techniques hospitalières

Institut Supérieur d'Enseignement Social (2)

Institut National des Mines

Institut Supérieur d'Enseignement Agricole (2)

Most programs are three years after completion of secondary school and lead to the diploma of Gradué. The major exception is the Architecture program offered at the Institut National des Travaux Publics which is of five years' duration, sub-divided into a three-year Graduat cycle and a two-year specialization. The Institut National des Mines, providing programs in mining and geology, sometimes requires a preliminary year in the general sciences.

III. Grading and Examination System

Students are tested at the end of each year to determine promotion to the next year. The examinations are usually a combination of a) written tests b) a composition, and c) the results of practical work, in the sciences and technical fields. At the end of each cycle students are tested in all general subjects, usually five minimum. The examinations are graded on a scale of 0 - 20, 20 being the maximum mark. The results are reviewed by a committee, jury, for final determination of success or failure. A minimum of 10 must be obtained in all subjects taken. Where the minimum pass, on a subject basis, has not been maintained, but a general average of 50% has been met, students may be asked by the jury to take an oral examination. Alternatively the candidate may be deferred, ajourné, until the second written examination session, usually in October of the same year. At the second session only subjects, in which less than 12/20 was earned, are retaken.

The licence examination is a composite of two separate items: a) a written test in six to seven major subjects and b) an original piece of research, mémoire. The research counts for approximately 30% in the total score.

Transcripts, in the American sense, are not given by UNAZA. Rather students are issued an attestation at the end of each year confirming the pass, and noting the mention obtained. The following classification system is utilized:

Above 90	La Plus Grande Distinction
80 - 90	Grande Distinction
70 - 80	Distinction
50 - 70	Satisfaction
Below 50	Fail

Subject examination results, côtes d'examens, are not released but may be obtained from the Sécrétaire Général Académique upon request.

CHAPTER IX : PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. Applicants holding the Diplôme d'Etat, with an average of 60% or better, are eligible for admission to freshman standing.

Notice should be taken of the student's stream of study in which enrolled during the last cycle of secondary school (Cycle Supérieur Long) as it relates to the proposed field.

Since the Diplôme d'Etat represents twelve years of education, as opposed to the thirteen years leading to the Baccalauréat, and as most undergraduate degree programs in Zaire are of four to five years' duration, it is not recommended that advanced standing be given.

Transfer Level Admissions

I. The Gradué diploma, given at the end of the Graduat cycle, represents completion of two to three years of study, depending upon the academic field. This diploma is also awarded by the advanced technical and teacher training Institutes after three years of undergraduate work. It is recommended that not more than two years of advanced standing be given,for either diploma.

Graduate Level Admissions

I. Applicants presenting the diplomas of - Licence, Architecte, Ingénieur - should be considered for graduate admission provided the degrees have been earned with Distinction (70-80), or above. The following ranking is used:

La Plus Grande Distinction
Grande Distinction
Distinction
Satisfaction

GLOSSARY

Certificat d'Etudes Primaires	Certificate of Primary Studies (Zaire)
Certificat d'Etudes Primaires Elementaires	Certificate of Elementary Studies
Enseignement Fondamental	Fundamental Education (Mali)
Diplôme d'Etudes Fondamentales	First School Leaving Certificate (Mali)
Cycle d'Orientation	Orientation Cycle (Zaire) - lower secondary
Cycle Supérieur	Higher Secondary School (Zaire)
Brevet d'Etudes du Premier Cycle de l'Enseignement Secondaire	Certificate of Completion, first cycle, Secondary School
Brevet du Cycle d'Orientation	Certificate of Orientation Cycle (Zaire)
Collèges d'Enseignement Général ; Collèges d'Enseignement Secondaire	General Secondary Schools
Baccalauréat	Final School Leaving Certificate
Diplôme d'Etat	National Diploma (Zaire)
Livret Scolaire	High School Transcript
Admissible	Pass
Redoubler	Repeat
Passable	Pass
Assez Bien	Fairly Good
Bien	Good
Très Bien	Very Good
Certificat de Fin d'Etudes	Certificate of Secondary School Completion
Diplôme de Fin d'Etudes Secondaires	Diploma of Secondary School Completion
Centres de Formation	Training Centers
Certificat d'Aptitude Professionnelle	Certificate of Professional Aptitude
Brevet d'Etudes Commerciales	Certificate of Commercial Studies
Brevet d'Enseignement Professionnel	Certificate of Professional Studies
Brevet de Technicien	Technician Certificate
Baccalauréat Technique	Technical Baccalauréat
Brevet d'Instituteur	Teachers Certificate (Zaire)
Diplôme d'Instituteur	Teachers Diploma (Zaire)
Certificat Elementaire d'Aptitude Pédagogique	Certificate of Elementary Teacher Training
Ecole Normale	Normal School - middle level teacher training
Brevet Supérieur de Fin d'Etudes Normales	Certificate of Completion of Teacher Training (middle level)
Certificat d'Aptitude Pédagogique	Certificate of Teacher Training Competence
Ecoles Normales Supérieures	Advanced Teacher Training Institutes
Certificat d'Enseignement Général	General Teaching Certificate
Certificat d'Aptitude Pédagogique d'Enseignement Supérieur	Certificate of Higher Teacher Training Competence

GLOSSARY

Agrégation de l'Enseignement du Second Degré	Qualified Secondary School Teachers
Agrégation d'Etat	Highest Level of Teacher Certification
Concours	Competitive Examination
Epreuve d'Orientation	Aptitude Test
Propédeutique Générale Science	Preparatory or Preliminary University Year (Zaire)
Graduat	First University Cycle (Zaire) Leading to the Gradué Diploma
Diplôme Universitaire d'Etudes Littéraires	University Diploma of Literary Studies
Diplôme d'Etudes Littéraires Générales	Diploma of General Literary Studies (Similar to the D.U.E.L.)
Diplôme d'Etudes Scientifiques Générales	Diploma of General Science Studies (Similar to the D.U.E.S.)
Diplôme d'Etudes Juridiques Générales	Diploma of General Law Studies
Diplôme d'Etudes Economiques Générales	Diploma of General Economics Studies
Licence	Undergraduate Degree
Maîtrise	Master's Degree
Diplôme d'Etudes Supérieures	Diploma of Higher Studies
Diplôme d'Etudes Approfondies	Diploma of Specialized Studies
Doctorat de Spécialité du 3e Cycle	Doctorate of the Third Cycle
Doctorat d'Etat	State Doctorate
Ingénieur de Travaux ou Réalisation	Technical Engineer
Ingénieur de Conception	Theoretical Engineer
Instituts Supérieurs Pédagogiques	Advanced Teacher Training Institutes
Instituts Supérieurs Techniques	Advanced Technical Institutes
Institut Universitaire de Technologie	University Institute of Technology
Diplôme Universitaire de Technologie	Diploma in Technology
Unités de Valeur	Units
Attestation de Réussite	Confirmation of Pass or Success
Ajourné	Deferred
La Plus Grande Distinction	Greatest Distinction (Zaire)
Grande Distinction	Great Distinction
Distinction	Distinction
Satisfaction	Satisfactory
Centres Techniques Urbains	Urban Technical Centers
Centres Techniques Ruraux	Rural Technical Centers
Centres d'Enseignement des Métiers	Trade Centers
Centres de Formation Rurale	Rural Training Centers
Centres d'Animation et de Formation Pédagogiques	Centers for Extension Work and Teacher Training
Diplôme d'Agronomie Générale	General Agronomy Diploma
Diplôme d'Agronomie Approfondie	Diploma in Specialized Agronomy
Diplôme d'Ingénieur Agronome	Diploma of Agronomy (Engineer)
Contrôle Continu	Continuous Assessment by Periodic Grading during the School Year
Diplôme Universitaire de Techniques Juridiques	Diploma of Legal Techniques (Université du Bénin)

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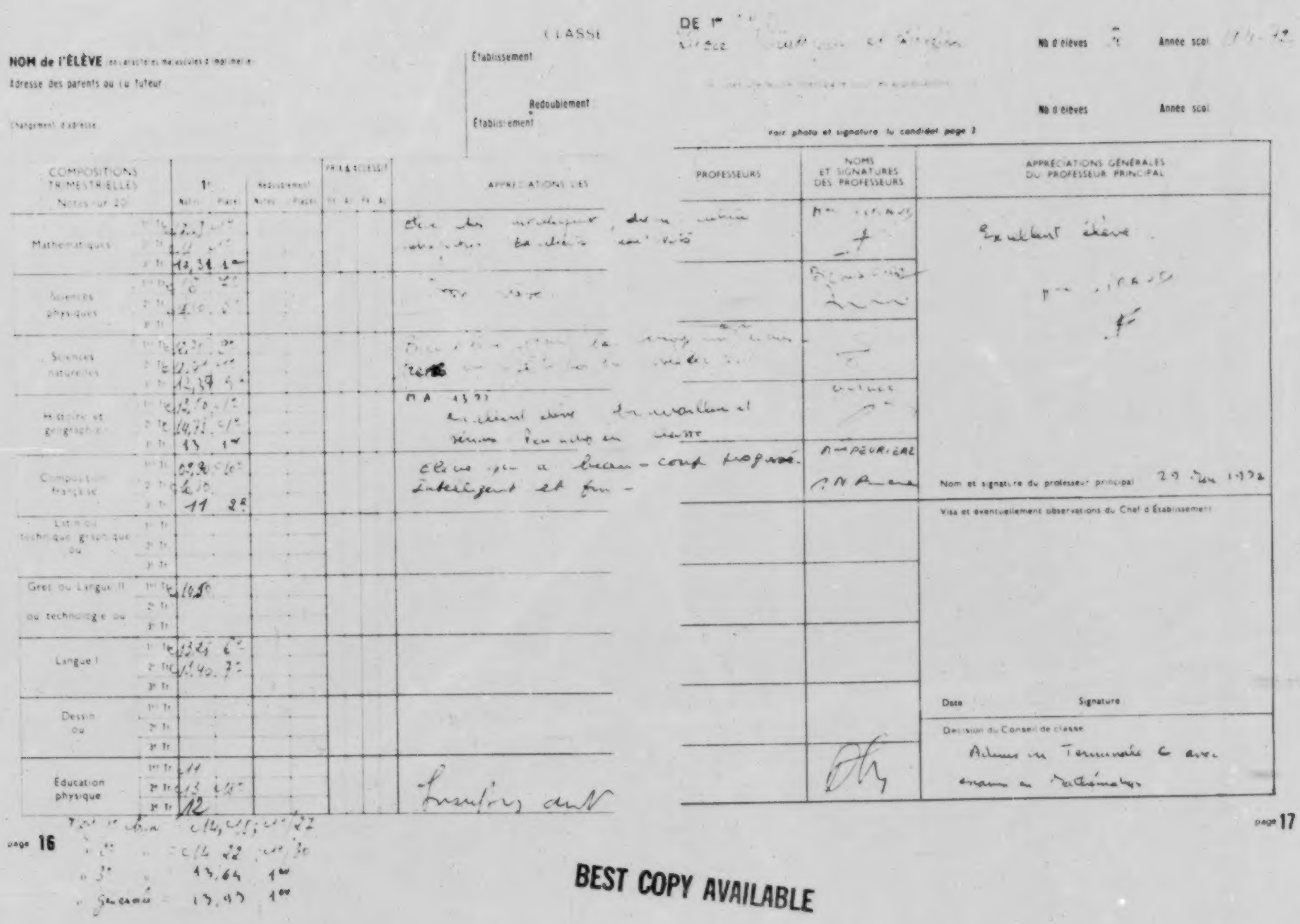

NOM de l'ÉLÈVE (en caractères majuscules d'imprimerie)

Adresse des parents ou du tuteur

Changement d'adresse

CLASSE DE 1re

Établissement Lycée [illegible]

Nb d'élèves [illegible] Année scol. 71-72

Redoublement

Établissement

Nb d'élèves Année scol.

Voir photo et signature du candidat page 2

COMPOSITIONS TRIMESTRIELLES Notes sur 20		1re Notes	1re Places	Redoublement Notes	Redoublement Places	PRIX & ACCESSIT Pr.	Ac.	Pr.	Ac.	APPRÉCIATIONS DES PROFESSEURS	NOMS ET SIGNATURES DES PROFESSEURS
Mathématiques	1er Tr	[illegible]	[illegible]							Élève très intelligent, [illegible]	Mme [illegible]
	2e Tr	[illegible]	[illegible]								
	3e Tr	12,31	1er								
Sciences physiques	1er Tr	[illegible]	[illegible]							[illegible]	[illegible]
	2e Tr	[illegible]	[illegible]								
	3e Tr										
Sciences naturelles	1er Tr	[illegible]	[illegible]							[illegible]	
	2e Tr	[illegible]	[illegible]								
	3e Tr	12,37	[illegible]								
Histoire et géographie	1er Tr	[illegible]	[illegible]							MA 1377 excellent élève travailleur et sérieux [illegible] en classe	[illegible]
	2e Tr	14,71	[illegible]								
	3e Tr	13	1er								
Composition française	1er Tr	09,30	[illegible]							Élève qui a beaucoup progressé. Intelligent et fin –	Mme PEURICAL
	2e Tr	[illegible]									
	3e Tr	11	2e								
Latin ou technique graphique ou	1er Tr										
	2e Tr										
	3e Tr										
Grec ou Langue II ou technologie ou	1er Tr	10,50									
	2e Tr										
	3e Tr										
Langue I	1er Tr	13,25	6e								
	2e Tr	11,40	7e								
	3e Tr										
Dessin ou	1er Tr										
	2e Tr										
	3e Tr										
Éducation physique	1er Tr	11									
	2e Tr	13	[illegible]							[illegible]	
	3e Tr	12									

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" 3e " 13,64 1er
" Générale = 13,47 1er

page 16

APPRÉCIATIONS GÉNÉRALES DU PROFESSEUR PRINCIPAL

Excellent élève.

Mme [illegible]

Nom et signature du professeur principal 29 [illegible] 1972

Visa et éventuellement observations du Chef d'Établissement

Date Signature

Décision du Conseil de classe

Admis en Terminale C avec examen en Mathématiques

page 17

BEST COPY AVAILABLE

UNIVERSITE D'ABIDJAN SESSION DE 197....

BACCALAUREAT DE L'ENSEIGNEMENT DU SECOND DEGRE

D

M. ..... N° 1421

a obtenu les notes suivantes :

EPREUVES DU PREMIER GROUPE

		Coefficient		
ECRIT				
Français	E	1	09	
	O	1	11	
Mathématiques		4	76	
Sciences physiques		4	56	
Sciences naturelles		4	68	
Philosophie		2	24	TOTAL 266
ORAL				
Langue vivante		2	24	
Education physique			—	
Dessin ou Musique ou Couture				
Langue facultative				Nouveau Total 266

EPREUVES ORALES DU DEUXIEME GROUPE

Je, soussigné M.

déclare avoir pris connaissance des notes que j'ai obtenues aux Epreuves du Premier Groupe et demande à subir les Epreuves orales du Deuxième Groupe sur les matières suivantes :

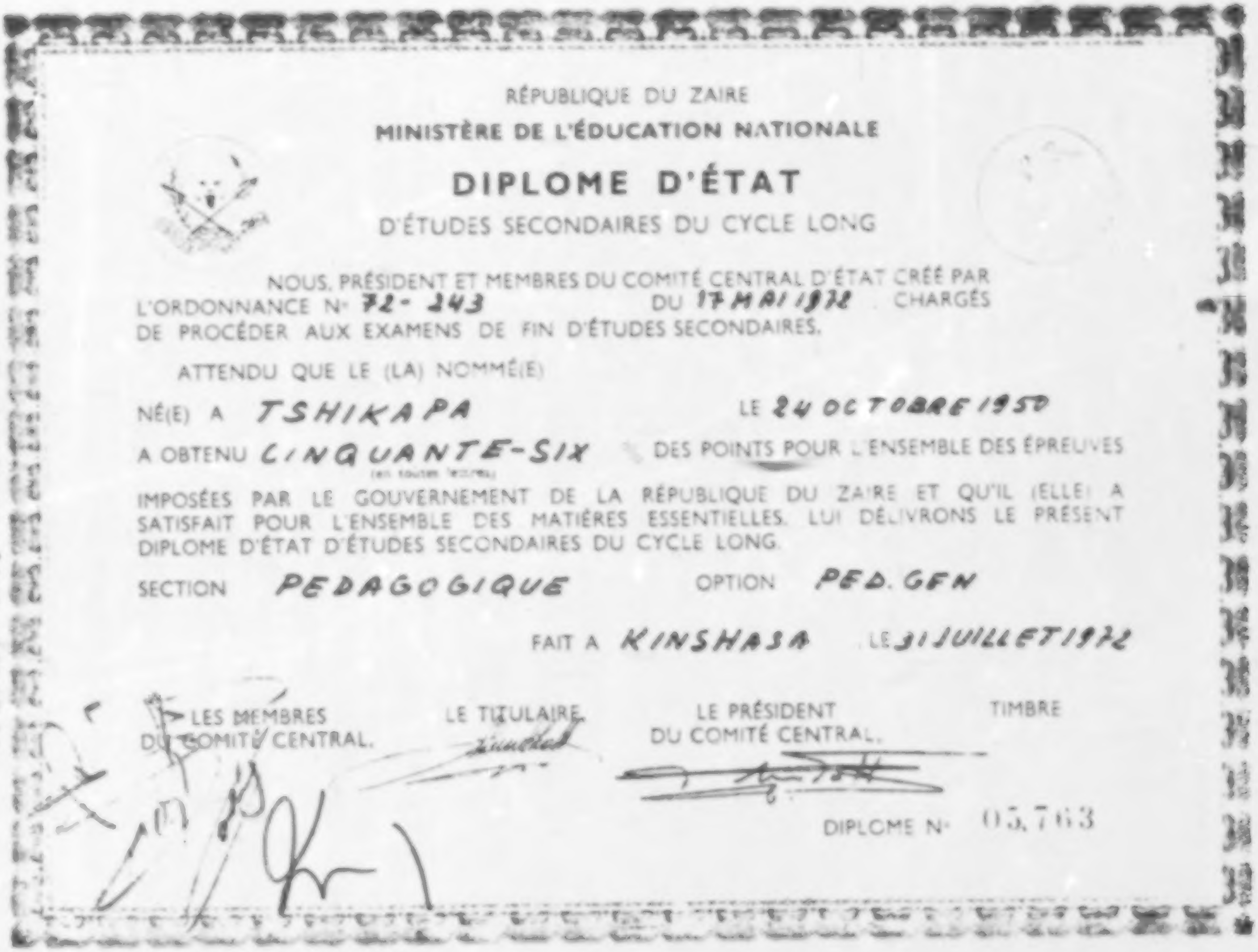
Histoire et Géographie	2		
1re Option :			
2e Option :			TOTAL

FAIT A ..... , le .....

Signature

DECISION DU JURY

A l'issue du 1er groupe	A l'issue du 2e groupe	Le Président du Jury
ADMIS Mention B ~~ORAL DU 2e GROUPE~~ ~~SESSION DE SEPTEMBRE~~ ~~REFUSE~~	ADMIS SESSION DE SEPTEMBRE REFUSE	



RÉPUBLIQUE DU ZAIRE

MINISTÈRE DE L'ÉDUCATION NATIONALE

DIPLOME D'ÉTAT

D'ÉTUDES SECONDAIRES DU CYCLE LONG

NOUS, PRÉSIDENT ET MEMBRES DU COMITÉ CENTRAL D'ÉTAT CRÉÉ PAR L'ORDONNANCE N° 72- 243 DU 17 MAI 1972 CHARGÉS DE PROCÉDER AUX EXAMENS DE FIN D'ÉTUDES SECONDAIRES,

ATTENDU QUE LE (LA) NOMMÉ(E)

NÉ(E) A TSHIKAPA LE 24 OCTOBRE 1950

A OBTENU CINQUANTE-SIX % DES POINTS POUR L'ENSEMBLE DES ÉPREUVES
(en toutes lettres)

IMPOSÉES PAR LE GOUVERNEMENT DE LA RÉPUBLIQUE DU ZAIRE ET QU'IL (ELLE) A SATISFAIT POUR L'ENSEMBLE DES MATIÈRES ESSENTIELLES, LUI DÉLIVRONS LE PRÉSENT DIPLOME D'ÉTAT D'ÉTUDES SECONDAIRES DU CYCLE LONG.

SECTION PEDAGOGIQUE OPTION PED. GEN

FAIT A KINSHASA LE 31 JUILLET 1972

LES MEMBRES DU COMITÉ CENTRAL.	LE TITULAIRE.	LE PRÉSIDENT DU COMITÉ CENTRAL.	TIMBRE

DIPLOME N° 05.763

N.B. Sans ratures ni surcharges. Aucun duplicata de ce diplôme ne sera délivré

UNIVERSITÉ DE DAKAR

FACULTÉ DES LETTRES
ET SCIENCES HUMAINES

TÉL. : [illegible]

DAKAR-FANN, LE 11 Décembre 19 73

EXAMEN DE FIN DE PREMIERE ANNEE DU PREMIER CYCLE

SECTION : ANGLAIS SESSION : JUIN 1972

Notes obtenues par :

Monsieur
né le 9 octobre 1938 à DAKAR

EPREUVES ECRITES

	Français	15/60
anglais	Version	48/60
"	Thème	34,5/60

EPREUVES ORALES

Anglais Grammaire	22/40
Expl. de texte	13/20
Civilisation	14/20
Phonétique générale	16/40
2ᵉL.V.E. ou L.A.	25/40
Grammaire française	13/20

admis : Mention PASSABLE

EXAMEN DE FIN DE DEUXIEME ANNEE DU PREMIER CYCLE

SECTION : ANGLAIS SESSION : JUIN 1973

EPREUVES ECRITES

	Français	6/30
Anglais	Compréhension	45/60
	Thème	26,5/60

EPREUVES ORALES

Anglais Expl. de texte	39/60
Hist. des Idées	28/40
Grammaire	27/40
Grammaire française	14/20

+ 3 en épreuve facultative : Phonétique

admis : Mention ASSEZ BIEN

UNIVERSITE D'ABIDJAN
FACULTE DES SCIENCES

ANNEE 1970. - 1971.

SESSION DE : JUIN

RELEVE DE NOTES

D.U.E.S. MATHEMATIQUES ET PHYSIQUE 1ERE ANNEE

NOM & PRENOMS : ....
NE (E) LE ....26 JUIN 1950.......... A..CONAKRY/GUINEE........

EPREUVES ECRITES

	COEFF.	NOTES
MATHEMATIQUE I	3	27
MATHEMATIQUE II	3	27
PHYSIQUE	4	37
PHYSIQUE PRATIQUE	2	20
TOTAL ECRIT + TP PHYS.	240	111

EPREUVES PRATIQUES

	COEFF.	NOTES
~~PHYSIQUE PRATIQUE~~	~~2~~	~~20~~
MATHEMATIQUES	6	68
PHYSIQUE (ORAL)	2	22
TOTAL EP. PRAT.	200	90
TOTAL EP. PRAT. + ECRIT	400	201

EPREUVES ORALES

	COEFF.	NOTES

Pour le Recteur et P.o.

Le Secrétaire
(Sce)

DECISION DU JURY : ADMIS

MENTION : PASSABLE

ABIDJAN, LE 21 DECEMBRE 19[illegible]

G. VALEY

EAST AFRICA

CHAPTER I : TYPOLOGY OF CURRENT EDUCATIONAL STRUCTURE

GENERAL BACKGROUND

The East African Community is a unique and successful cooperative effort with roots in the coordinated services of Kenya and Uganda, and once Tanzania. It was created at the beginning of the 20th century, when a railway , being constructed through Kenya and Uganda, was run by a joint administration. An East African Currency Board was set up to issue common bank notes in 1905, and in 1911, a postal union was organized. Tanzania (then Tanganyika) was under German rule until the end of the First World War when the British took colonial control and found it convenient to coordinate certain services in the three states. In 1947 an East African High Commission was formed. In 1961 it became the East African Common Services Organization which evolved into the East African Community, in 1967.

Under the Community the following services are shared:

1. Civil Aviation - East African Airways
2. East African Railways and Harbors
3. East African Posts and Telegraph
4. East African Literature Bureau
5. East African Meteorological Service
6. East African Customs and Excise Department
7. East African Agriculture and Forestry Research
8. East African Veterinary Research Organization
9. East African Institute for Medical Research
10. East African Industrial Court

The three countries belong to the East African Examinations Council (EAEC) although Tanzania has temporarily withdrawn from the cooperative program.

EDUCATIONAL BACKGROUND

The educational systems of Tanzania, Kenya, and Uganda can be discussed together since they share colonial heritages. The syllabuses, curricula, and external examinations systems are based on the British model. Even today the administration and correction of examinations is not completely out of the jurisdiction of the Cambridge Examinations Syndicate.

The number of students seeking places at the different educational levels far exceeds the places available. External examinations at the end of each level determine eligibility for the next level. Concern is growing over the future of students who are unable to continue their education. These students have no marketable skills or basic agricultural training. Slowly, the strictly academic curricula of primary and secondary schools are being adjusted to include vocational, agricultural, commercial, and technical courses.

The remainder of Chapter I is devoted to a typology of the current educational structure, based primarily on Kenya but also applicable to Uganda and Tanzania.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education is neither compulsory nor free except in Tanzania. Only about half of the children of primary age attend school in Tanzania and Uganda; 68%, in 1971, attended primary school in Kenya.

A) Primary Structure

Primary education includes seven years - Standard I-VII. Prior to 1967 in Uganda, and 1964 in Kenya, it included eight years - Standard I-VIII, sub-divided into two cycles: a) a four-year primary program and b) a four-year intermediate, or upper primary program. The usual entrance age is 5 or 6.

B) Examinations

The National Primary school leaving certificate examinations are taken at the end of Standard VII. In Kenya approximately 150,000 students took this examination in 1973. Admission to secondary school is determined by a student's examination results. In Kenya, about 1/4 of the primary school graduates continue their education. They are selected on the basis of the Certificate of Primary Education. Some students not selected for academic secondary schools may enter trade, farm, or technical training programs, or they may train to become Grade II teachers for lower primary classes. The majority, however, seek employment or return to their family farms. Increasingly, vocational, agricultural, and technical courses are being incorporated in the primary school program to give these school leavers functional skills.

Secondary Education

At independence each country set as its goals integration of its racially segregated schools (African, Arab, Asian, European) and uniformity of the curricula. The Governments are now responsible for academic secondary education.

Kenya and Tanzania have special secondary schools - the "Harambee" or self-help - schools and training centers, usually built, run, and sponsored by local communities. They follow the same syllabi as other secondary schools, and prepare students for the external examinations. Shortage of materials and limited staff tend to handicap the "Harambee" schools and students.

Vocational, technical, agricultural, and teacher training institutions exist at the secondary level.Subsequent chapters give further details .

I. Academic Secondary School Structure

The secondary level is divided into two cycles: a) Forms I - IV; and b) Forms V & VI, or higher secondary school. The average age of entry is 13-14.

II. Examinations

A) National Examinations

At the end of Form II, in Kenya, students sit for the non-compulsory National Kenya Junior Secondary Examination which may be terminal, may feed Harambee and other students back into the Government-aided secondary schools, or may graduate students into teacher training institutions. No comparable examinations are given in Tanzania or Uganda.

B) External Examinations

At the end of Form IV students sit for the East African Certificate of Education, Ordinary Level, (EACE), administered by the East African Examinations Council. Private candidates may also sit for this examination or for the General Certificate of Education "O" level examinations. In Tanzania, a National Form IV examination has temporarily replaced the EACE examination.

Students achieving good results on the above examinations are eligible to continue to Form V. At the end of Form VI they sit for the East African Advanced Certificate of Education (EAACE), or in Tanzania, since 1973, for the National Tanzanian Form VI examination. The Cambridge Higher School Certificate is being phased out of all three countries. Results on these examinations determine admission to programs of higher education. The examinations are described in detail below.

III. Records and Transcripts

Records and grades obtained from various schools in these countries may not be consistent or equivalent. Records are maintained for internal use, not for national comparison or placement purposes. All education is preparation for the external examinations.

Secondary School External Leaving Examinations

I. Examinations Offered

Most of the external examinations available in the British educational system, or under the East African Examinations Council (EAEC), are open to private and school candidates. Admission standards at all educational levels are stated in terms of the examination results; internal school assessment is not taken into account. It is rarely necessary for a candidate to have attended school if he has achieved the required certificates.

Ordinary Certificates include:

Associated Examining Board Certificate of Education
Cambridge Overseas School Certificate
University of Cambridge Certificate of Education
University of London Certificate of Education
Joint East African Certificate of Education and
  General Certificate of Education
Joint East African Certificate of Education and
  School Certificate
East African Certificate of Education

Examinations are administered by the East African Examinations Council jointly with the University of Cambridge Local Examinations Syndicate.

Advanced Level Certificates include:

Associated Examining Board General Certificate
  of Education ("A" levels)
Cambridge Higher School Certificate
University of London General Certificate of
  Education ("A" levels)
East African Advanced Certificate of Education

All are based upon single subject examinations. The University of London examinations are usually limited to private candidates. Not all are currently being offered in East Africa; however, since they have been administered during the past twenty years, applicants may present them. Within the next five years all candidates will sit for the EACE or the EAACE.

II. EACE-Ordinary Level Examinations

In 1970, in Kenya, the Joint Examination for the East African Certificate of Education and East African School Certificate replaced the Cambridge Overseas Joint Examination for the G.C.E. and School Certificate. In Tanzania and Uganda, the latter examination was supplanted by the East African Certificate of Education (EACE).

The examinations are administered by the East African Examinations Council. Syllabi, regulations, and post-examinations papers may be purchased from:

East African Examinations Council
Post Office Box 7066
Kampala, Uganda

The syllabi, useful to admissions officers, are generally strong by U.S. standards and successful results indicate a good grasp of the subject matter. There is one examination period a year - November/December. A single certificate is issued for each examination period. Applicants may present more than one certificate taken at different sittings.

A) Subjects Offered

Available subjects are listed by groupings:

I. English Language and Oral English

II. Humanities

Literature in English
Fasihi ya Kiswahili
Christian Religious Education
Islamic Religious Knowledge
History
Geography

III. Other Languages

Lugha ya Kiswahili
Luganda
French
Gujarati
Punjabi

IV. Maths

Maths (Alternative B)
Maths (Alternative S)
Additional Maths
Additional Maths (Alternative S)

V. Sciences

General Sciences
Physical Sciences
Chemistry

Biology
SSP Physics
SSP Chemistry
SSP Physics with SSP Chemistry
*SSP Biology
Agriculture: Principles and Practices

VI. Arts, Crafts, and Home Economics

Art
Music
Clothing and Textiles
Food and Nutrition
Home Management

VII. Technical and Commercial

Woodwork
Metalwork
Metalwork (engineering)
Engineering Science
Surveying
Geometry and Mechanical Drawing
Geometry and Building Drawing
Engineering Workshop Practice
Building Construction
Commerce
Shorthand-Typewriting with Office Practice
Health Science

Oral English is optional and not a part of the written English Language Examination.

B) Certificate Requirements

Candidates taking the examination for the first time must take English Language and five to eight subjects. Private candidates who do not already hold a certificate must take at least three subjects.

C) Grading

The EACE reports grades on a scale of 1-9. Grade 9, or failure, does not always appear on the certificate.

Since admission to North American universities

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*SSP syllabi are connected with the School Science Project has generally been based on G.C.E. passes, it is important to understand the following equivalencies between the Joint East African School Certificate and the Certificate of Education:

EASC	EACE	GCE
1 2	Very Good	Ordinary Level Pass
3 4 5 6	Credit	
7 8	Pass	Fail
9	Fail	

D) Conditions for Certificates

1. Joint East African Certificate of Education and General Certificate of Education

Candidates who achieve, at one examination sitting, one Pass with "Credit" (grades 1-6), two Passes (grade 7), or three Passes (grade 8), are awarded a certificate. No divisions are indicated

2. Joint East African Certificate of Education and School Certificate

Successful candidates are awarded this certificate which will indicate divisions based on the aggregate total of the best six subject results (grades 1-9) as follows:

6 - 23 points - First Division
24 - 33 points - Second Division
34 - 44 points - Third Division

III. EAACE - Advanced Level Examination

Upon completion of Forms V & VI students sit for the East African Advanced Certificate of Education (EAACE). The degree of success on this examination determines eligibility for all post-secondary programs of study.

The EAACE examination is open to both school and private candidates. It is a single subject examination. A person can sit for one to five subjects during one examination period at either Principal or Subsidiary levels. Principal subjects are major subjects in Forms V & VI. Subsidiary subjects are the minor fields. Principal passes are Advanced level equivalent; Subsidiary passes are above "O" level but below "A" level.

School candidates are required to sit for the General Paper and four subjects, at least two at Principal level. Private candidates must sit for at least one subject at Principal Level, but may not exceed five. Since it is possible to take EAACE exams more than once, candidates may present more than one certificate. In most cases, those already in possession of an EAACE certificate, taking supplementary subject examinations, will be issued an EAACE (Supplementary) certificate.

A) Subjects Offered

The following subject examinations will be given in November 1974:

- General Paper
- Kiswahili
- Divinity
- Economics
- Geography
- Mathematics
- Applied Math
- Math Alternate S
- Subsidiary Math
- Chemistry
- Subsidiary Chemistry
- Art
- Clothing & Textile
- Literature in English
- French
- History
- Economics & Public Affairs
- Geology
- Pure Math
- Statistics
- Further Math Alternate S
- Physics
- Biology
- Subsidiary Biology
- Music
- Food & Nutrition

B) Grading

Subjects offered at Principal level, and successfully completed, are reported as "Principal" passes. Pass grades are A-E. A candidate sitting for a subject at Principal level may be awarded, on the basis of performance, a Subsidiary pass. Subjects sat for, and passed at, Subsidiary level, and the General Paper, are graded on a scale of 1-9. Grades 1 through 8 are passing.

A certificate will be awarded if at least one Subsidiary pass is achieved. Duplicate certificates are never issued. A certifying statement of a candidate's results can be obtained from the East African Examinations Council by an educational institution, upon request. Such a request should be addressed to the appropriate Ministry of Education.

University Education

Throughout East Africa, university education follows the British pattern. Entry is normally for candidates presenting two Principal Passes. First-degree programs are of three years' duration, with some exceptions in professional fields of study. The normal undergraduate pattern will be three courses the first year, and two courses the second and third year. Some universities permit one course in the final year. Students specialize from the beginning of their university careers.

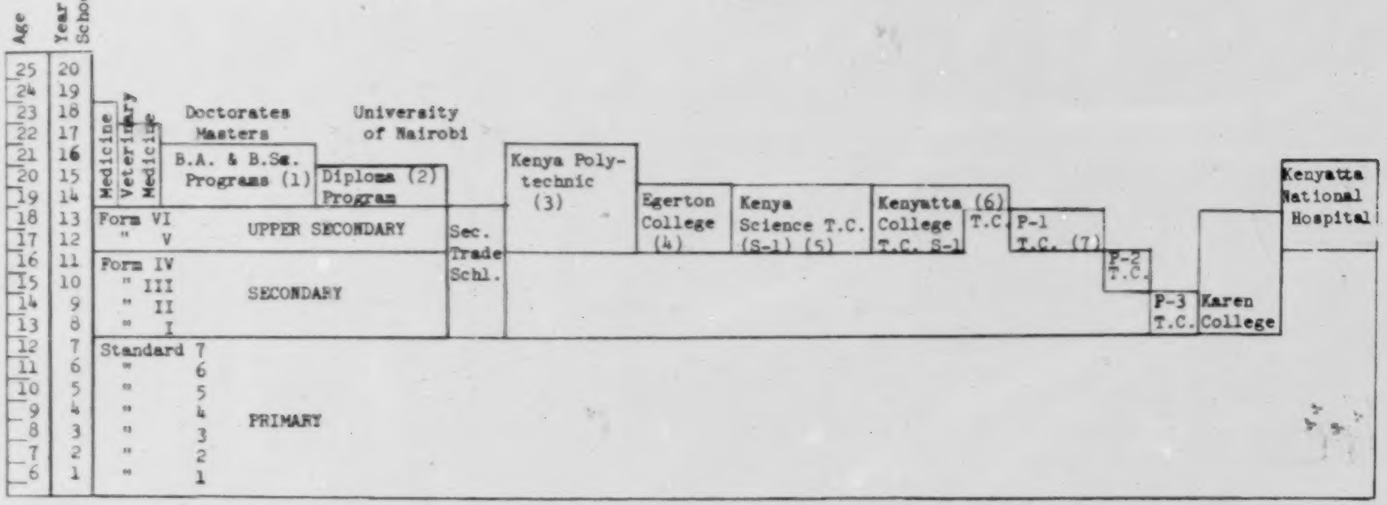
Technical Education

Education, at the technical level, is rapidly expanding to meet manpower needs. Government, religious, and voluntary groups provide training courses of various lengths and quality. Most of these programs do not lead to certificates recognized for academic purposes. Programs offered during secondary school are described in the following chapters.

Teacher Education

Rapid expansion of education was of highest priority after independence. The initial emphasis on quantity has now been shifted to quality. Governments are also trying to develop curricula and teaching methods more relevant to the needs and aspirations of each country.

KENYA


Age
Year of School
25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
Medicine
Veterinary
Medicine
Doctorates
Masters
B.A. & B.Sc. Programs (1)
University of Nairobi
Diploma (2) Program
Form VI
" V
UPPER SECONDARY
Form IV
" III
" II
" I
SECONDARY
Standard 7
" 6
" 5
" 4
" 3
" 2
" 1
PRIMARY
Sec. Trade Schl.
Kenya Poly-technic (3)
Egerton College (4)
Kenya Science T.C. (S-1) (5)
Kenyatta College T.C. S-1
(6) T.C.
P-1 T.C. (7)
P-2 T.C.
P-3 T.C.
Karen College
Kenyatta National Hospital

(1) University of Nairobi has 3 Year B.A. & B.Sc. Degrees in Agriculture, Architecture, Arts, Commerce, Education, Engineering, Law Science

(2) University of Nairobi has 2 Year Diploma Programs in Journalism & Nursing

(3) Programs Lead to City & Guild Inst. Exams

(4) Programs Lead to Diplomas in Agricultural Engineering, Husbandry, Dairy Tech, & Forestry

(5) Programs Lead to Sec-1 T.C.

(6) 1 Year Post Form VI or 3 Year Post Form IV Programs Lead to Sec-1 T.C.

(7) 2 Year Program plus 1 Year Teaching Leads to P-I T.C.

(8) Post-Primary Program; also 2 Year Post Form IV Program Leading to Certificate in Home Economics

(9) Registered Nursing Certificate - Can Enter 2 Year Advanced Nursing Program at University and Receive "Diploma in Advanced Nursing"

CHAPTER II : KENYA

BACKGROUND INFORMATION

With 224,960 square miles of land, Kenya is slightly smaller than Texas. It is almost waterless in the northern three-fifths of the country and extremely hot and humid along the coastline. For 175 miles inland from the coast the land is primarily thornbush scrubland. In the center of the country is the Great Rift Valley. High sweeping plateaus from 3 - 10,000 feet contain some of Africa's most fertile soil. Almost all the economic activity and 85% of the population are found in the southern two-fifths of the country. The two rainy seasons are from April to June, and October to December.

In mid-1971 the population of Kenya was 11,247,000 and growing at a rate of 3.3% with 414 persons per square mile. Nairobi, with a population of 509,000, is the capital--politically, commercially, industrially - and in terms of communications. Mombasa, the main port, has a population of 247,000. The main ethnic groups are the Kikuyu, Luo, Baluhya, Kamba, Kisii, and Meru.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education is neither free nor compulsory. Currently the primary cycle is of seven years' duration - Standard I-VII. Prior to 1964 primary schooling was eight years, Standard I-VIII. The language of instruction at primary school is English. At the end of Standard VII the Kenya Preliminary Examination is taken. This is a national examination given in three areas: English, mathematics, and a General Paper. Since 1967 the Certificate has indicated the grades obtained in each area, marked from grades A-E. Those successful are awarded the Certificate of Primary Education. These results determine entry to secondary schools.

Secondary Education

Secondary education is sub-divided into two cycles: a) a four-year program - Forms I-IV; and b) an additional two-year cycle - Forms V-VI. The language of instruction is English.

In Kenya, the optional Kenya Junior Secondary Examination can be taken at the end of Form II. To obtain the Certificate a candidate must pass five of seven subjects. This examination is frequently taken by Harambee students who hope to gain admission to the Government-maintained secondary schools, and by P-3 teacher certificate holders in the hopes of upgrading themselves to P-2.

The curriculum during Form I-IV is geared towards preparation for the Ordinary level examinations. The subjects and time allocated to each subject, per week (minimum of 6 subjects studied), are indicated below:

Subject	Period (40 minutes)
Math	6
Physics and Chemistry	6
Biology	6
Kiswahili	4
English	8
French	5
History	3
Geography	3
Religious Knowledge	3
Physical Education	2
Art Education	4
Music	4
Home Science	6
Agricultural Science	6
Industrial Education	6
Business Education	6

At the end of Form IV candidates take the Joint Examination for the East African Certificate of Education and School Certificate Examination.

Form V and VI offers specialization in the social or physical sciences. Pupils do a maximum of three subjects either in the arts or science areas plus the compulsory general paper. The EAACE, required for university entry, is taken upon completion of Form VI.

University Education

Kenya has one university, the University of Nairobi, founded in 1954 as the Royal Technical College of East Africa. The name was changed in 1961 to the Royal College, Nairobi, and subsequently to the University College, Nairobi, in 1963, when it formed a constituent part of the former University of East Africa. It became an independent, national institution in 1970.

I. Admissions Requirements

The University of Nairobi requires the EACE, or equivalent, with five subject passes, at minimum, and the EAACE with either a) two Principal level passes at the same sitting; or b) two Principal level passes, not at the same sitting, if both are grade C or better.

Candidates, over the age of 25, and who have completed formal education five years previously, may be admitted if they pass an admission examination set by the university.

II. University Faculties

The University of Nairobi consists of the following faculties:

Agriculture
Architecture, Design and Development
Arts
Commerce
Education
Engineering
Law
Medicine
Science
Veterinary Medicine

First-degree programs, leading to the bachelor's degree, are of three years'duration, with the exception of Medicine and Surgery - five-year programs- and Veterinary Medicine - four-year programs. Diploma courses are offered in Advanced Nursing - two-year program - and in Journalism - two-year course. Post-graduate courses leading to the Master's and PhD degrees are also given.

III. Degree Requirements - B.A. and B.Sc.

Three subjects are given the first year, and one or two for the second and final years. All subjects must be passed through examinations, given at the end of each year.

IV. Degree Classification

Degrees from the University of Nairobi follow the indicated classifications:

Class I (Honours)	70-100%
Class II (Upper Division)	60- 69%
Class II (Lower Division)	50- 59%
Pass	40- 49%
Fail	0- 39%

Teacher Training

There are three levels of primary school teacher training offered at Teacher Colleges. The programs are generally two years.

I. Primary Teacher's Certificate (P-3)

Admission is based upon completion of Primary school Standard VII, and the results of the Kenya Preliminary Examination. The Primary Teacher's Certificate P-3 entitles individuals to teach in the lower Standards of primary school, although this teacher training level is being phased out gradually.

II. Primary Teacher's Certificate (P-2)

Entry is based upon completion of Form II, and the Kenya Junior Secondary Certificate. The two-year program leads to the Primary Teacher's Certificate P-2, for middle primary teaching.

III. Primary Teacher's Certificate (P-1)

Admission is based upon completion of Form IV, and the E.A.C.E. The program consists of two years of academic training and one year of practice teaching.

Certificate holders are eligible to teach at upper primary Standards.

IV. Seconiary School Teachers

Those who have completed Form IV with good EACE results may attend Kenyatta College or the Kenya Science Teachers College. Following a three-year program they may be certified as Lower Secondary School Teachers S-1.

Applicants with the EAACE can follow a one-year course of teacher training at Kenyatta College to qualify for lower secondary school teaching.

The University of Nairobi offers a Bachelor of Education degree for three years of study to holders of the EAACE. Graduates teach in the upper secondary Forms.

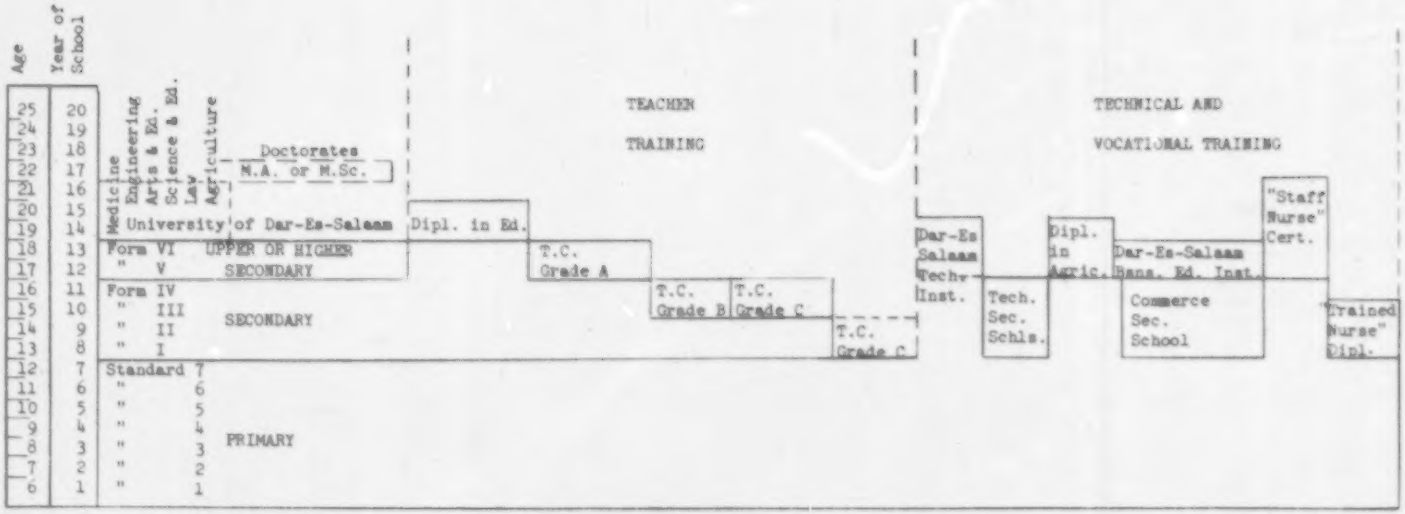
Technical Education

Secondary trade schools offer three years (formerly two years) of artisan training and four-year Junior Technician Training to students having completed Standard VII. Government examinations are administered.

Students may take further training in an apprentice program in industry, or enter technical training courses at the Kenya Polytechnic or the Mombasa Technical Institute. Some of the secondary trade schools have courses preparing students for certain subject examinations of the EACE. For the most part, polytechnic institutes prepare students to sit for the City and Guilds examinations of London Institute (see pp. 20 - 24 for further discussion of these examinations and certificates).

Two other Colleges are of special note: The Egerton College, and the Karen College of Home Economics. The Egerton College, in Njoro, offers three-year courses following completion of Form IV - or "O" level standard - leading to diplomas in agricultural education, agricultural engineering, agriculture and home economics, animal husbandry, dairy technology, farm management, forestry, horticulture, and range management. The Karen College of Home Economics admits students after the equivalent of the EACE for two-year programs of study in home economics.

TANZANIA


Age
Year of School
25 20
24 19
23 18
22 17
21 16
20 15
19 14
18 13
17 12
16 11
15 10
14 9
13 8
12 7
11 6
10 5
9 4
8 3
7 2
6 1
Medicine
Engineering
Arts & Ed.
Science & Ed.
Law
Agriculture
Doctorates
M.A. or M.Sc.
University of Dar-Es-Salaam
Form VI
" V
UPPER OR HIGHER SECONDARY
Form IV
" III
" II
" I
SECONDARY
Standard 7
" 6
" 5
" 4
" 3
" 2
" 1
PRIMARY
TEACHER TRAINING
Dipl. in Ed.
T.C. Grade A
T.C. Grade B
T.C. Grade C
T.C. Grade C
TECHNICAL AND VOCATIONAL TRAINING
Dar-Es Salaam Tech. Inst.
Tech. Sec. Schls.
Dipl. in Agric.
Dar-Es-Salaam Buss. Ed. Inst.
Commerce Sec. School
"Staff Nurse" Cert.
"Trained Nurse" Dipl.

N.B. Lower level T.C. Grade C and
T.C. Grade B are being phased out.

CHAPTER III : TANZANIA

BACKGROUND INFORMATION

Tanzania, with 361,800 square miles, is slightly larger than Texas and New Mexico combined. It is composed of four climatic areas: a hot and humid coastal plain; a high moist lake region; a temperate highland ; and a hot, dry central plateau. The highest peak is the famous Mount Kilimanjaro rising to an apex of 19,340 feet. The yearly calendar follows a regular pattern of January to March - hottest temperatures of the year - March to May - intermittent rains - June to September - relatively cool weather - and November to December - light rains.

About two-thirds of the land cannot be used for agricultural purposes due to the tse-tse fly and the lack of water. About two-thirds of the population live on the 10% of the land that is under cultivation. The best agricultural land is found in the northern and southern highlands, along the coast and in the western lake region.

The last census in 1967 indicated a population of 12.3 million with an annual growth rate of 2.7%. The population per square mile is about 39 but the distribution is extremely uneven. 90% of the population is rural, engaged in agriculture. Dar-es-Salaam (The City of Peace) has a population of 300,000 while Zanzibar Town has 70,000. There are 130 ethnic groups, the largest being the Sukuma-1 million. Most of these groups are Bantu with the exception of the Luo and the Masai. Swahili is the national language whereas English and Swahili are the official languages. Literacy is estimated at about 20%.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education in Tanzania is free but not compulsory. The cycle is of seven years'duration - Standard I-VII, for pupils enrolling at ages 5 or 6. The primary cycle is sub-divided into a) Lower Primary - Standard I-IV; and b) Upper Primary - Standard V-VII. The language of instruction is Kiswahili. The academic curriculum is closely integrated with technical, agricultural, and vocational subjects. At the end of Standard VII pupils sit for the Primary Certificate examination determining admission to secondary school.

Secondary Education

There are two secondary cycles: a) secondary school - Form I-IV; and b) Higher secondary school - Form V & VI. English is the language of instruction but may be replaced in the future by Kiswahili.

After Form II students are streamed into Arts or Science areas. Agricultural and technical subjects are available. Up to 1969 the main examinations were the Cambridge School Certificate, and the G.C.E. examinations of the University of London. In 1970, the EACE examination was administered. In 1973, the National Tanzanian Form IV examinations were developed. Tanzania broke at that time with the East African Examinations Council partly from disagreement over the timetable of independence from the Cambridge Examinations Syndicate. A National Tanzanian Form VI Examination has also been instituted. Although full details were not available to workshop participants, authorities state that the current examinations, and grading, are based on the G.C.E. Examinatiors. The main difference is that subjects of national relevance, which have been introduced in the school curriculum, are now being tested. These examinations are designed and administered by a Council at the University of Dar-es- Salaam chaired by the Vice-Chancellor.

Entrance to Form V is based on a minimum of Second Class Division pass on the National Tanzanian Form IV examination, with six subject passes. Students are streamed into either the sciences or the arts. Admission to the University requires two passes at Principal level and one pass at Subsidiary level on the National Tanzanian Form VI examination.

University Education

Tanzania has one university, the University of Dar-es-Salaam, founded as the University College, Dar-es-Salaam in 1961. It became part of the University of East Africa in 1963, and an independent institution in 1970.

I. Admissions Requirements

Entry is based upon five subject passes on the National Tanzanian Form IV examination and two Principal, and one Subsidiary, passes on the National Tanzanian Form VI examination.

Mature candidates (25 or older) who have completed their formal education at least five years previously may be admitted on the basis of a university examination.

II. Faculties and Degrees

The University of Dar-es-Salaam has the following Faculties:

Agriculture
Arts and Social Sciences
Law
Medicine
Science

Most first-degree programs are three years'duration. Diploma courses are offered in Agriculture- three years - and Adult Education - one year . Higher degrees are available in some faculties.

III. Degree Requirements - B.A. and B.Sc.

The normal structure for degree programs is three subjects during the first year, and two of these three subjects continued for the second and third year.

The course program of the Faculty of Arts and Social Sciences was revised in 1972 and will henceforth follow a stream system as follows:

Stream A	Planning and Development
Stream B	Physical Resources, International Relations and Social Development
Stream C	Humanities (with Education and non-Education options)

Sub-Streams in the second and third years allow for individual majors and minors. A primary component of the curriculum will be work in the East African Society and Environment (EASE). Courses are designated in units, 12 units undertaken each year.

Teacher Training Education

Four levels of teacher training include programs leading to the Grade C Teacher's Certificate, Grade B Teacher's Certificate, Grade A Teacher's Certificate, and the Diploma in Education.

The Grade C Teacher training program is open to those having completed Standard VII. It is not however uncommon for Form IV students, having failed the National Tanzanian Form IV Examination, to enroll in this program. The training, of two years'duration, qualifies teachers for the first and second grades of primary school.

The Grade B Teacher training course was formerly for Form IV school leavers but this level is being discontinued. In the process, the Government hopes to upgrade the Grade C training.

The Grade A Teacher's Certificate training is for pupils entering after Form IV, holding the National Form IV Certificate, including three passes in the subjects they will eventually teach. It is a two-year program providing general education courses such as National education, psychology, education, school organization, and adult education. Three months of practice teaching are required. Ten Colleges provide this training preparing individuals for primary school teaching.

The National Teacher Training College in Dar-es-Salaam offers a Diploma in Education. Entry is based on two Principal Passes at Advanced, or Form VI level. It is a two-year program offering subject specialization and general education courses. Diploma holders teach in the lower Forms of secondary school. The top five in the class may be allowed to continue for a B.A. degree in Education at the University but receive no advanced standing for the diploma work.

Technical and Vocational Training

I. Technical Training

Technical training is provided by three secondary technical schools and the Dar-es-Salaam Technical Institute. The secondary technical schools offer training from Form I-IV. The curriculum includes general academic subjects in the humanities but is primarily technical, offering courses such as drafting, drawing, and carpentry. Students sit for the City and Guilds examinations of London Institute, or may sit for the Tanzanian Form IV Examination.

The Dar-es-Salaam Technical Institute has three-year diploma courses in civil, electrical, and mechanical engineering. Entry is following completion of Form IV. A second Institute will be created in Arusha.

II. Commercial Training

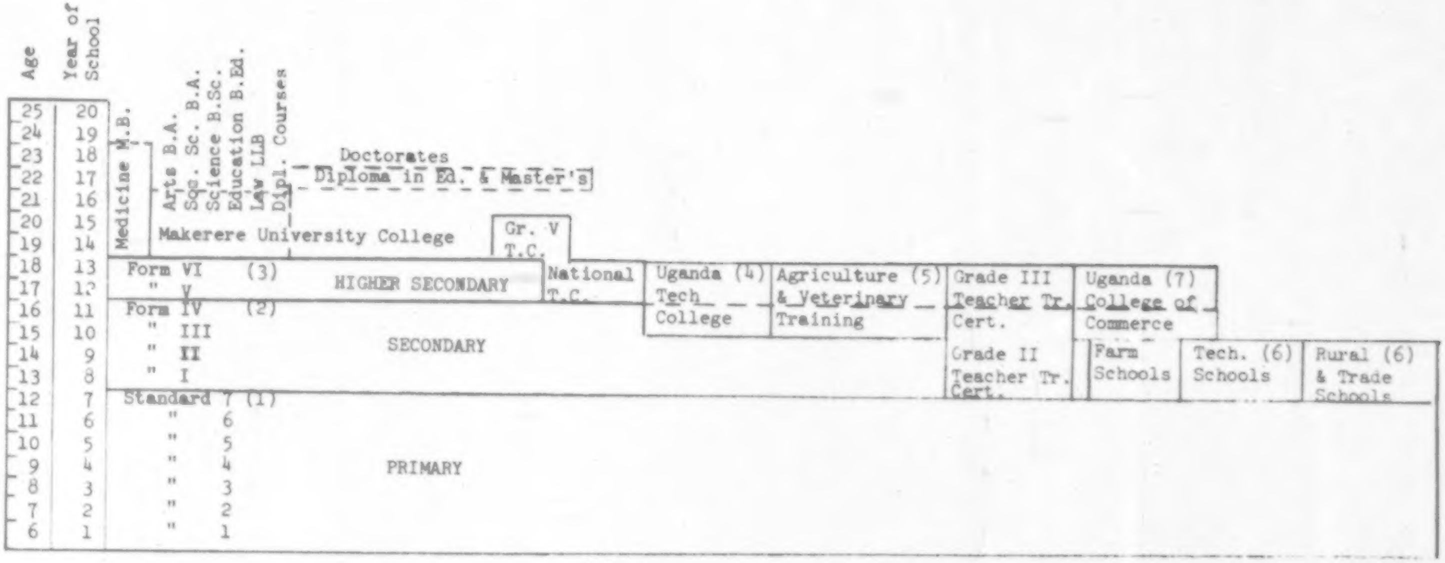
The Commercial secondary school in Shinyanga offers general business and commercial subjects from Form I to Form IV. A diploma is issued at the end of the course.

The Dar-es-Salaam Business Education College gives two-year diploma courses in commercial and business subjects. Entry is after Form IV, or for graduates of the Commercial secondary school. Courses such as Business Law and Accounting are available. Admission with lower qualifications is sometimes possible if the applicant has considerable professional experience and the recommendation of his employers.

III. Nursing Education

Two nursing programs are available: a) a Post Primary program open to those completing Standard VII, leading to the diploma "Trained Nurse" which is three years; and b) a post-Form IV, four-year program, leading to the "Staff Nurse" Certificate.

UGANDA SINCE 1967


Age
Year of School
25 20
24 19
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21 16
20 15
19 14
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17 12
16 11
15 10
14 9
13 8
12 7
11 6
10 5
9 4
8 3
7 2
6 1
Medicine M.B.
Arts B.A.
Soc. Sc. B.A.
Science B.Sc.
Education B.Ed.
Law LLB
Dipl. Courses
Doctorates
Diploma in Ed. & Master's
Makerere University College
Gr. V T.C.
Form VI (3)
" V
HIGHER SECONDARY
Form IV (2)
" III
" II
" I
SECONDARY
Standard 7 (1)
" 6
" 5
" 4
" 3
" 2
" 1
PRIMARY
National T.C.
Uganda (4) Tech College
Agriculture (5) & Veterinary Training
Grade III Teacher Tr. Cert.
Grade II Teacher Tr. Cert.
Uganda (7) College of Commerce
Farm Schools
Tech. (6) Schools
Rural (6) & Trade Schools

(1) Primary Leaving Certificate
(2) E.A.C.E., Cambridge School Cert., GCE
(3) E.A.A.C.E., GCE "A" level, Cambridge Higher School Cert.
(4) City & Guilds Higher Craft Cert.
(5) Diploma in Agriculture
(6) City & Guilds Grade II Crafts Cert. (or E.A. Equiv.)
(7) 2 Year courses lead to GCE "A" level or ACCA qual. in accountancy

N.B. National Inst. of Education, affiliated with Makerere Univ. College offers 1 Year upgrading courses for Grade IV & V Teacher Certificate.

Uganda College of Commerce in addition to 2-Year post Form IV courses offers 1-Year pre-sec. courses in steno, etc.

CHAPTER IV : UGANDA

BACKGROUND INFORMATION

A country of 91,000 square miles, Uganda sits on a plateau varying in altitude above sea level between 3-6,000 feet. Within its borders are three major national game parks and the famous Mountains of the Moon (the Ruwenzoris). In terms of rainfall, the northeast is the most arid with less than 20 inches a year while the west and southwest have 50 inches or more a year. The two dry seasons are between December and February, and between June and July. The two largest cities are Kampala, the capital, and Jinja.

There are 44 individual ethnic groups within Uganda. Ethnic differences, especially those between the larger kingdoms within Uganda, have played a major role in Uganda's history. The Baganda, the largest in number - 1 million - are of Bantu origin and have been the most highly educated, and thus most highly placed economically and professionally. The Iteso are the second largest group followed by the Banyankore and the Basoga, with 500,000. The groups of the north are primarily Nilotic, while those of the south are primarily Bantu, and those of the northwest Sudanic.

Uganda has a current population of 10 million with an annual birthrate of 3.1-3.3%. The estimated yearly income, average, is $70. Coffee accounts for 55% of its exports while 45% includes cotton, tea, tobacco, sugar, hides and copper.

Uganda's school enrollment figures are 660,000 at the primary level (a doubling since 1962), 44,000 at the secondary level, and 2,600 at Makerere University. The literacy rate is about 30-35%.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary Education is of seven years' duration-Standard I-VII. The language of instruction is English. At the end of Standard VII students sit for the National Primary Leaving Certificate Examination.

Secondary Education

On the basis of the Primary Leaving Certificate Examination students are streamed into a) Government-aided academic secondary schools, b) Teacher Training Grade II programs, c) technical and Farm schools, or, d) correspondence courses.

The academic secondary school program is sub-divided into two cycles: a) a four-year program - Form I-IV; and b) a two-year cycle - Form V & VI, corresponding to upper or Higher secondary school. The language of instruction is English. Students are streamed into science or arts after Form II. The curriculum consists of academic courses and agricultural, home economics, commercial, industrial, and technical subjects. At the end of Form IV students sit for the EACE. Prior to 1970 pupils normally sat for the Cambridge School Certificate. Form V places are assigned on the basis of these examinations results. Students continuing for upper secondary school sit, after Form VI, for the EAACE examinations. Prior to 1970 the Cambridge Higher School Certificate was administered.

University Education

There is one university in Uganda - Makerere University. It was founded as Makerere College in 1949, then became a constituent part of the University of East Africa in 1963. It became independent in 1970.

I. Admissions Requirements

Entry is, as with the universities in Kenya and Tanzania, based on five subject passes on the EACE and one of the following on the EAACE: a) two passes at Principal level at the same sitting; or b) two Principal passes, at different sittings, if both earned with C or above.

Mature candidates (over age 25), having completed formal education at least five years previously, may be admitted based upon a university examination.

II. Faculties and Degrees

Seven Faculties exist at Makerere University:

Agriculture
Arts
Social Science
Science
Education
Medicine
Law

First-degree programs are generally of three years' duration. Medicine is a five-year program. The normal distribution of subjects is three subjects the first year, and two to three in the second and third years. In some cases only one course will be continued during the last two years.

III. Classification System

Degrees are classified according to the following scale:

Class I (Honours)	70-100%
Class II(Upper Division)	60- 69%
Class II(Lower Division)	50- 59%
Pass	40- 49%
Fail	0- 39%

Teacher Training

There are three levels of teacher training qualifications for primary and secondary school teachers:

I. Grade II Teacher's Certificate

This is a four-year program for those having completed Standard VII of primary school. It prepares teachers for lower primary grade teaching.

II. Grade III Teacher's Certificate

Admission to this two-year program is based on the EACE or the Cambridge School Certificate. It prepares teachers for upper primary grades.

III. Grade V Teacher's Certificate

A three-year program at the National Teachers College in Kampala is offered for holders of a good EACE or School Certificate. Training prepares teachers for secondary school teaching. Eventually only EAACE holders will be admissible. The program will then be streamlined into two years.

IV. Undergraduate Programs

Makerere University, Faculty of Education, offers a three-year undergraduate degree program. Admission is based on the EAACE. B.Ed. holders teach at higher secondary school. A one-year post-graduate program is also offered.

Technical Education

Technical training programs are offered at several educational levels:

Standard VII primary school leavers are eligible to enter rural trade schools offering three-year crafts programs, farm schools and/or technical secondary schools, giving four-year programs leading to the First Craft Certificate of the City and Guilds.

The Uganda Technical College offers post-secondary programs leading to the Technician Diploma in Mechanical or Civil Engineering of the City and Guilds. Admission is based on the EACE.

The Uganda College of Commerce gives post-secondary programs to holders of the EACE. Two-year courses are available in business studies, and a one-year program is given for stenographers, accountants, and secretarial assistants.

CHAPTER V : PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. Applicants who hold the East African Certificate of Education (EACE), the East African School Certificate, the Cambridge School Certificate, or the National Tanzanian Form IV Certificate, showing five results with grades 1 through 6 in academic subjects, including English, may be considered for freshman level admission. Alternatively, six subject results, including English pass at grade 7 or 8, with the other five academic subject passes at grades 1 through 6, may be considered.

II. Holders of a University of Cambridge General Certificate of Education (G.C.E.) or equivalent Certificate of Education with five Ordinary level passes in academic subjects, including English, should be considered for freshman level admissions.

Transfer Level Admissions

I. Applicants with an East African Advanced Certificate of Education (EAACE), a National Tanzanian Form VI Certificate, or equivalent certificate, with Principal passes(Advanced level), may be granted advanced standing of six to twelve semester hours of credit for each subject earned with a Principal pass with a Grade A to D.

Although a Subsidiary level pass is superior to an "O" level pass, it is not equivalent to a Principal pass at "A" level and should not be given advanced standing.

II. Applicants who have studied at one of the East African Universities (Nairobi, Makerere, or Dar-es-Salaam) may be given additional transfer credit of six to twelve semester hours for each course successfully completed.

Technical Training Admissions

I. Secondary trade or commercial school graduates may be considered for admission if they meet the qualifications for freshman level admissions.

II. Trade school graduates may be considered for advanced standing if they meet the qualifications for transfer level admissions.

III. Applicants presenting other technical and vocational diplomas and certificates such as the Ordinary Technical Diploma, the Ordinary National Certificate, the Ordinary National Diploma, Royal Society of Arts Certificates, and Certificates of the City and Guilds of London Institute,should be evaluated with great caution. (For further information consult Chapter I, pp. 20-24, section anglophone West Africa.)

IV. Graduates of Egerton College, in Kenya, with a three-year Diploma in Agriculture or related fields may be admitted with up to thirty semester hours of credit.

V. Those holding the EACE and the Diploma in Advanced Nursing of the University of Nairobi may be considered for admission. Advanced standing may be granted by examination only.

Teacher Training Admissions

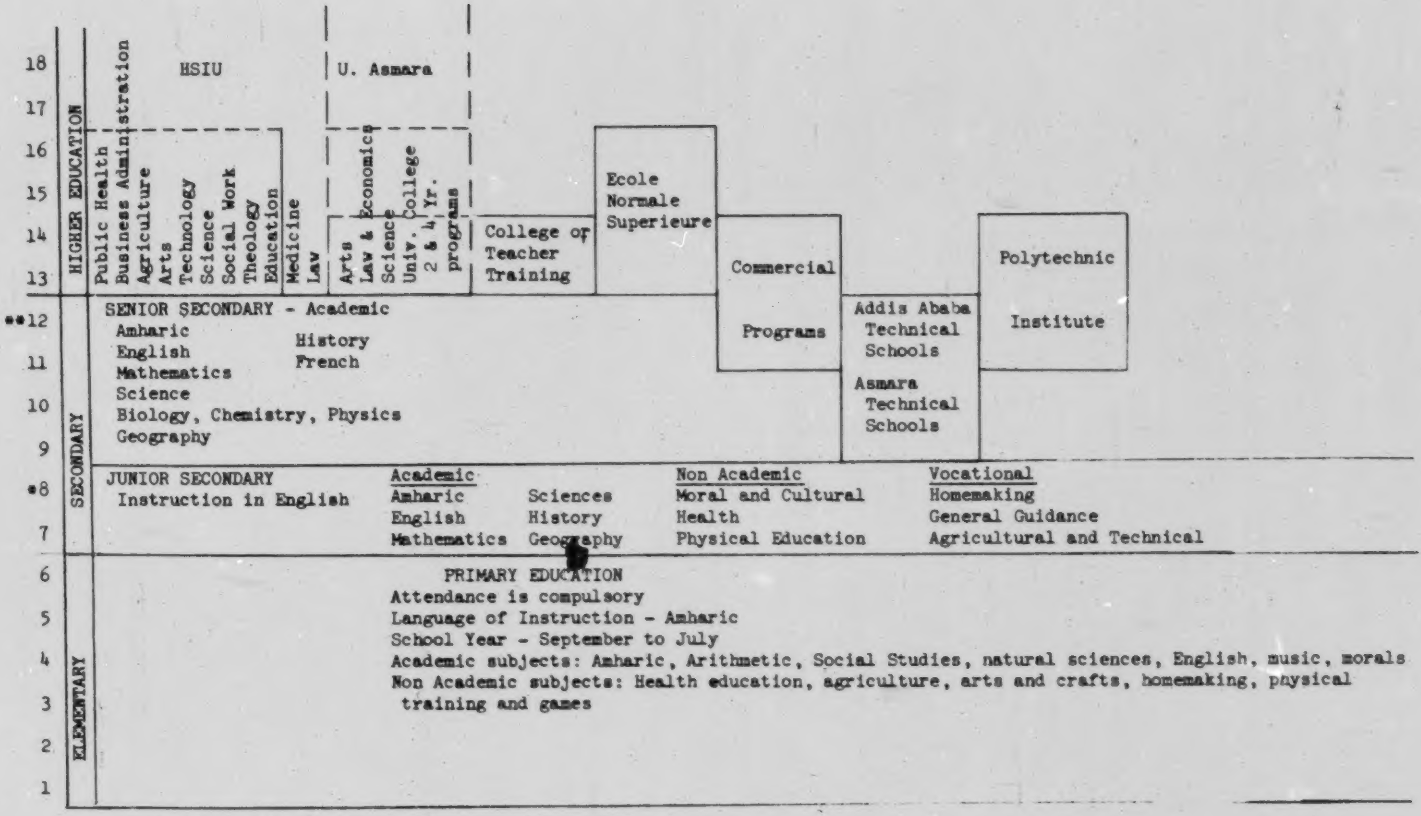
I. Only applicants with a Kenyan Secondary Teachers Certificate (S-1), Tanzanian Grade A Teacher's Certificate, or a Ugandan Grade V Teacher's Certificate may be admitted to freshman level. Advanced standing may be granted for education courses, if applicable.

II. Kenyatta College, which formerly provided a three-year course following the East African Certificate of Education, has now become part of the University of Nairobi and will give Bachelor's degree work which might be considered for graduate admission.

Graduate Level Admissions

I. Holders of First and Second Class (Upper and Lower Division) Bachelor's degrees may be considered for graduate admission.

ETHIOPIAN EDUCATIONAL STRUCTURE


18
17
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1
HIGHER EDUCATION
SECONDARY
ELEMENTARY
HSIU
Public Health
Business Administration
Agriculture
Arts
Technology
Science
Social Work
Theology
Education
Medicine
Law
U. Asmara
Arts
Law & Economics
Science
Univ. College
2 & 4 Yr.
programs
College of Teacher Training
Ecole Normale Superieure
Commercial Programs
Addis Ababa Technical Schools
Asmara Technical Schools
Polytechnic Institute
SENIOR SECONDARY - Academic
Amharic
English
Mathematics
Science
Biology, Chemistry, Physics
Geography
History
French
JUNIOR SECONDARY
Instruction in English
Academic
Amharic
English
Mathematics
Sciences
History
Geography
Non Academic
Moral and Cultural
Health
Physical Education
Vocational
Homemaking
General Guidance
Agricultural and Technical
PRIMARY EDUCATION
Attendance is compulsory
Language of Instruction - Amharic
School Year - September to July
Academic subjects: Amharic, Arithmetic, Social Studies, natural sciences, English, music, morals
Non Academic subjects: Health education, agriculture, arts and crafts, homemaking, physical training and games

* National Examination

** Ethiopian School Leaving Certificate Examination (ESLCE)

CHAPTER VI : ETHIOPIA

GENERAL BACKGROUND

Ethiopia is located in the Central North-east of the African continent. It is bordered by Sudan to the West, Kenya to the South, the Somali Republic to the South-east, and the Red Sea to the North-east. The country covers an area of over 475,000 square miles with a population of approximately 25 million, 90% of whom still depend upon an agrarian existence.

Ethiopia can claim approximately 2,000 years of independence. The only period during which the Kingdom was not independent was between 1935-1940 during the Italian occupation.

Over 70 languages are spoken with Amharic as the official national language, spoken by approximately 50% of the population. English is the official second language. Italian is the most common European tongue in the province of Eritrea, which until 1963 was a federated territory.

EDUCATIONAL BACKGROUND

From its earliest beginnings until the middle of the 19th Century, education was one of the functions of the Orthodox Ethiopian Church. During the 19th Century, a wide range of missionary groups began setting up schools. In 1905 Emperor Menelik II established the first government school in Addis Ababa. This school, which led to others, was established along Western lines with little or no adaptations to local needs and conditions. The non-Ethiopian school system continued to grow until the Italian invasion when all schools were closed to Ethiopians.

A new educational system was established in 1941 representing the beginnings of Ethiopia's current educational structure. The Ministry of Education was created, several older government schools were re-opened, and technical and commercial schools were initiated. Haile Selassie I Secondary School was formed in 1943. During the 1950's a standard curriculum, at elementary and secondary school levels, was developed for the entire country.

In 1950-1951 the total student enrollment in the Government schools was 56,000. In 1971-1972 the enrolled had increased to 649,700 . The Ministry of Education reports that the non-govenment schools are also growing at a similar rate. These schools are predominantly at the elementary level, and represent about 25% of total enrollment.

Haile Sellassie I University was founded in 1961. It incorporated several already existing smaller colleges and universities. The University of Asmara was formally recognized by the Ethiopian Government in 1967. It will be granting bachelor's degrees to its first graduates shortly.

Amharic is the medium of instruction through the first six years of school with English becoming the medium thereafter. However it has been recommended that Amharic serve as the language of instruction at all levels.

The Ethiopian calendar differs from the Gregorian calendar in that seven to eight years must be added to any given year on the Ethiopian calendar (E.C.). For example,

E.C.	G.C.
1937	1944-1945
1955	1962-1963
1964	1971-1972

Beginning on September 11 of each year, through the month of December, there is an eight-year difference between the two calendars.

CURRENT EDUCATIONAL STRUCTURE

Elementary Education

Priority has been given to the improvement of the quality of elementary education since the return to self-rule under Haile Selassie I in 1941. Nevertheless only 20% of school age children are actually enrolled.

The Ethiopian educational system has six years of elementary education - grades 1 through 6 - for children between the ages of seven to twelve. Although children are theoretically expected to enroll at age six, many do not begin their education until eight or nine.

While the language of instruction is Amharic, English is taught as an academic subject. The curriculum consists of both academic and non-academic subjects. A National Examination is administered to all pupils at the end of grade 6. Five subjects including English, Amharic, social studies, science, and mathematics form this examination. Each subject examination is given for a period of forty minutes. The pupil's academic work counts for 30%, and the examination results, 70%, in the final determination of success. In 1972, 52.2% passed the examination and were awarded the Elementary School Certificate.

Junior Secondary School

Junior secondary school is of two years' duration- grades 7 & 8. There are two objectives at this level: a) to provide intensive English training, and b) to expose pupils to vocational programs to determine interests and capabilities.

At the end of these two years of generalized and semi-vocational education, all students sit for the National Examination, administered by the Ministry of Education. Those successful receive the Eighth Grade Certificate. There are six subject examinations and Academic Aptitude Tests. The six subjects include Amharic, English, mathematics, science, geography, and history. School achievement is not weighted in the grading of the results. This examination determines eligibility for grade 9 places. In 1971, 52.45% passed this examination. Those failing can retake the examination one year later.

Senior Secondary School

Senior secondary education in Ethiopia consists of a four-year general program. Specializations are offered in academic and vocational streams, both college preparatory. English and Amharic are compulsory subjects. Priority is given to mathematics, physical and biological sciences.

Students are graded on a scale of A-F. The score conversions are as follows:

A	75-100	Excellent
B	60- 74	Very Good
C	50- 59	Good
D	40- 49	Satisfactory
F	0- 39	Failure

Secondary school transcripts, if requested, will indicate performance on a course-by-course basis.

Ethiopian School Leaving Certificate Examination

The Ethiopian School Leaving Certificate Examination (ESLCE) is a national examination compulsory for all students, pursuing academic and college preparatory work, upon completion of grade 12. It is designed by the School Leaving Certificate Office located at the University, in cooperation with the Ministry of Education. The subject examinations are made up on a yearly basis by the appropriate university departments. The subjects available are listed on each Certificate. Candidates must sit for at least five subjects including English, Amharic, and mathematics. A pass requires a minimum of 50%. The certificate will record the subject passes with the letter grade earned. Students may receive the following mentions:

Distinction	2 A's on individual subject papers
Great Distinction	4 A's " " " " " "
Very Great Distinction	5 A's or more " " "

The very competitive nature of the ESLCE is indicated by the following statistics:

	1970	1971	1972
No. who sat	4751	5263	7283
No. who passed	827	994	1504
% passed	17	19	20

The General Wingate, Menelik II, and Haile Selassie I secondary schools generally produce a high rate of student successes on the ESLCE.

Technical and Vocational Education

Aside from the technical streams offered at senior secondary schools, there are a number of vocational and technical schools, or institutes, offering programs up to four years' duration designed to produce skilled manpower for the labor market. The primary institutions operated by the Ministry of Education include: a) the Addis Ababa Commercial School, b) the Bahar Dar Polytechnic Institute, c) the Addis Ababa Technical School, and d) the Asmara Technical School.

I. The Addis Ababa and Asmara Technical Schools

The Addis Ababa Technical Schol, similar to the one in Asmara, offers courses in welding, blacksmithing and sheet metal, machine shop, automobile mechanics, carpentry and cabinet making, bricklaying and masonry, plumbing and sanitary work, painting, and radio. At both schools both Amharic and English are used for instruction. Entrance requirements have been upgraded since the formal establishment of these schools in 1941. Since 1949, completion of grade 8 has been required.

A four-year program is offered at both Technical schools, sub-divided into two cycles: a) the first year offers exploratory coursework in the fields of general electricity, woodwork, and metals, b) the last three years are devoted to the technical specialization. Concentration is available in a number of technical fields. In addition, students pursue a basic program in general education consisting of courses in Amharic, mathematics, English, science, mechanical drawing, practical mechanics, and shop management. These core courses are taught throughout the four years.

Graduates of this program have an opportunity to continue for advanced technical training, available through various faculties of Haile Sellassie I University, provided the basic university entry requirements are met. The majority of graduates enter the labor market.

II. The Commercial School of Addis Ababa

One- to four-year programs are offered in secretarial, commercial, and other semi-professional fields. Three separate courses are given - Course I, Course II, and Course III.

A) Course I

This is a technical and professional course of four years' duration for graduates of junior secondary school. Entrance is based on the results of the National Examination, grade 8.

The first 1 1/2 years are devoted to introductory subjects in most technical fields. Specialization occurs thereafter. This program, however, is now being phased out.

B) Course II

This program gives courses in secretarial studies and accounting for a two-year period. Entry is based upon completion of grade 12. The Ethiopian School Leaving Certificate is not required.

C) Course III

A three-year program is provided in accounting and secretarial studies. Entry is based on completion of grade 10 or above. General subjects are offered the first semester, orientation into various streams is done thereafter.

As in the case of Course II students, core education subjects must be taken along with the commercial course. These subjects include Amharic, English, economics, and civics. Accounting students are expected, in addition, to take subjects such as bookkeeping, commercial mathematics, and business training. In the final year, commercial law is compulsory for both streams.

It is eventually planned to make this course the equivalent of junior college level training.

III. The Polytechnic Institute - Bahar Dar

The Polytechnic Institute was created with funds and resources made available to the Government from the USSR. Four-year programs in technical education are provided. Entry is currently based on completion of grade 10, for the four-year program, and on completion of grade 12, for a recently instituted two-year post-secondary program. An entrance examination is also given by the school. Increasingly most candidates enroll after senior secondary school, and the four-year program will eventually be phased out. The post-secondary curriculum allows for specializations in the areas of a) electrical technology, b) industrial chemistry, c) metal technology, d) textile technology, and e) wood technology.

Teacher Training Education

Teacher training institutes, as is the case with technical and commercial schools, have been in a process of upgrading instruction and entrance requirements. Since 1972 entrance to the teacher training institutes has been based upon completion of grade 11. A one-year professional course is provided during grade 12. The curriculum provides 50% academic and 50% professional work. It includes fields such as rural science, arts and crafts, physical education, and home economics. Women are also given instruction in nutrition, child care, dressmaking, and cooking. Emphasis is placed on giving future teachers adequate background in non-formal subjects for rural primary schools. The general philosophy of teacher training is that the secondary schools give future teachers the necessary academic education, with the teacher training institutes concentrating on the professional training.

Higher Education

Post-secondary education in Ethiopia is provided by several institutions. Aside from Government-operated technical and teacher training colleges which, as indicated, are increasingly offering post-grade 12 training, four other institutions give higher education programs: a) Haile Sellassie I University, b) The University of Asmara, c) the Ecole Normale Supérieure, d) the College of Teacher Education, and e) the Polytechnic Institute.

I. Faculties and Programs of Study

A) Haile Sellassie I University

The University offers four-year degree programs, and shorter-duration diploma and certificate courses, in eleven faculties including:

The College of Agriculture
The Faculty of Arts
The College of Business Administration
The Faculty of Education
The Faculty of Law
The Faculty of Medicine
The Public Health College
The Faculty of Science
The School of Social Work
The College of Technology
The Theological College

B) The University of Asmara

Three faculties constitute the University, offering four-year degree programs, and the University College providing associate degree courses:

The Faculty of Arts
The Faculty of Law and Economics
The Faculty of Science
The University College

C) The Polytechnic Institute

As noted previously the Polytechnic offers a two-year post-secondary program leading to an intermediate diploma.

D) The College of Teacher Education

Advanced teacher training programs, of two years' duration, are offered, with an additional required year of national service. This training prepares teachers for junior secondary school teaching.

E) Ecole Normale Supérieure

Four-year advanced teacher training programs are available to prepare secondary school teachers in the French language. The structure closely follows the French model of an advanced teacher training program. The medium of instruction is French.

II. Entrance Requirements

A) Haile Sellassie I University

Admission to the freshman program is determined by two criteria: a) successful results on the ESLCE, and b) good results on the University Entrance Aptitude Test, administered by the University at the same time as the ESLCE.

The minimum pass requirements on the ESLCE include: a) passes in five subjects, including Amharic, English, and mathematics, with a grade point average of 2.00, or b) passes in five subjects, including two of the following: Amharic, English, mathematics, with a minimum grade point average of 2.40.

Candidates presenting the G.C.E. "O" levels must have five passes including English Language and mathematics. Three of the other subjects must be appropriate to the field of specialization. School Certificate holders, whether the WAEC or the Cambridge, must present five passes at Credit level, including English and mathematics.

Slightly different entry requirements apply to the Public Health College, the Extension Department, and other diploma programs. The Public Health College, for example, will admit applicants having completed grade 12, and with some professional experience, following results on a special entrance examination. The Diploma course offered in Technical Teacher Education will admit applicants with three ESLCE passes at C level, including English.

B) The University of Asmara

The University of Asmara, a private university, admits students with the ESLCE, or applicants having a three-year pre-university school certificate. These requirements apply for admission to the University College which provides the associate degree in arts, commerce, and science, upon completion of a two-year program. Entry to the Faculties requires the associate degree.

C) The Polytechnic Institute

Admission is based upon completion of grade 12, and an entrance examination.

D) The College of Teacher Education

Entrance is based on possession of a teacher training diploma or three ESLCE passes at C level.

E) Ecole Normale Supérieure

This school admits holders of the ESLCE with five passes at C level, or the equivalent.

III. Degree Structures

Besides the B.A. and B.Sc. programs,which are generally four-year courses, Certificate and Diploma courses of varying periods of study are offered at these post-secondary institutions. At Haile Sellassie I University courses are offered in education, law, Public Health, science, technology, theology, and teacher education. As noted previously, the University College of the University of Asmara has two-year programs leading to the associate degree. The Polytechnic Institute, and the College of Teacher Education also provide diploma level courses. Most of these programs, open to applicants presenting slightly lower entrance qualifications than those enrolled in the academic first-degree courses, are of two to three years' duration. In some areas, diploma holders are eligible to enter the first-degree program if a grade point average of 2.50 has been maintained during the diploma course.

The Law and Medicine programs at Haile Sellassie I University differ from the above.

Studies towards the LLD, offered by the Faculty of Law, are of four years' duration, in addition to a preparatory university year. The MD degree is a five-year program, after the freshman program, and one additional year of pre-medicine in the Faculty of Sciences. Total training is thus seven years. The Pharmacy program is a five-year program, including the freshman year.

IV. The Freshman Year- Haile Sellassie I University

Candidates are initially admitted to the Freshman year if seeking enrollment to B.A. and B.Sc. degree programs and professional fields such as medicine, pharmacy, and engineering. Introduced in 1969-1970, the freshman year program serves to a) strengthen the standards of entering students and b) provide a core curriculum before students enter various faculties. Entrance is based on the general university requirements enumerated in II,A. The one-year program is sub-divided into three streams: a) arts, b) life sciences, and c) physical science. Seven subjects are given in each stream, some of which may be optional. The curriculum is the following:

Arts	Life Sciences	Physical Sciences
English	English	English
Amharic	Amharic	Amharic
History/sociology/ economics or science	Basic mathematics	Basic mathematics
Math and Statistics/ Psychology	General Biology	General Physics
Philosophy and Math/ Psychology	General Chemistry	General Chemistry
History, Geography/ Sociology of Ethiopia	same	same
Two optional subjects	same	same

Admission to the first-degree programs is based upon the particular stream pursued during the freshman year program. According to present university regulations students having satisfactorily completed the freshman year program with a cumulative grade point average of 2.00 or C can continue to the second year. The minimum acceptable semester grade point average is 1.75. Diploma candidates need to maintain a cumulative average of 1.50, and a semester average of 1.25 to continue to the second year.

It should be noted that all graduates of Haile Sellassie I University, the College of Teacher Education, and the Ecole Normale Supérieure are required to fulfill the Ethiopian University Service (EUS). This is met by teaching or relevant employment generally between the third and fourth year.

V. Grading System and Degree Requirements

The system of grading at all institutions is the use of the letter system based on a 100 point scale. Haile Sellassie I University follows the classification below:

A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
F	Fail

Grade averages are calculated on the U.S. 4-point system.

Aside from a general cumulative 2.00 grade point average required, students must have a minimum of 130 credit hours to meet the bachelor's degree requirements. The minimum credit hours per semester is 15, the maximum is 18. In addition, most faculties have additional subject requirements.

Students earning degrees with a grade point average of 3.75 or better, receive, upon graduation, high distinction, those with an average of 3.74, distinction.

It should be noted that performance at the University of Asmara may be recorded in points on a scale of 100. Present regulations require students to have a 70 average, and grades of 70 minimum in major subjects, to pass from the associate degree level to first degree candidacy. It is probable that this average will be raised shortly to 75 minimum.

Teacher Training Education

Three different post-secondary levels of teacher training are available in Ethiopia, at Haile Sellassie I University and the College of Teacher Education in Addis Ababa.

The Faculty of Education, affiliated with Haile Sellassie I University, offers six different diploma courses, of two years' duration, in a) industrial education, b) business education, c) home economics, d) junior secondary school, e) elementary school administration and supervision, and f) elementary school teaching. Three ESLCE passes are required for admission.

A Bachelor's degree program is offered by the Faculty of Education in the fields of a) secondary education, b) elementary education, c) administration, and d) secondary education. Entry is based on five ESLCE passes. Students enter the arts stream of the Freshman year program.

The College of Teacher Education in Addis Ababa offers the diploma of teacher education for junior school teachers. This is a two-year program for holders of three ESLCE passes, or for those having diplomas from secondary teacher training institutions described on page 200.

Technical and Vocational Programs

As enumerated above, there are a number of diploma and certificate courses at the post-secondary school level.

The Faculty of Science at the Haile Sellassie I University offers a diploma and certificate program in statistics. The diploma course is three years, the certificate course is generally one year of post-secondary work. Entrance to both programs is based upon experience in the civil service and completion of grade 12.

The College of Technology offers a special diploma course in building engineering, quantity surveying, construction management, architectural plans and design, and building materials. This is a two-year course for holders of three ESLCE passes.

There are two post-secondary agricultural institutes - the Ambo Agricultural Institute, and the Jimma Agricultural Institute, both supervised by the Ministry of Agriculture. Two-year programs are given leading to the diploma in general agriculture. Entry is based on completion of grade 12.

CHAPTER VII : PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. Students who have completed grade 12 and who have received five passes at C or better on the Ethiopian School Leaving Certificate (ESLC), including English, should be admitted at the freshman level provided the cumulative average on the Certificate, or secondary school record, is at least 2.40.

Transfer Level Admissions

I. Students who receive the four-year diploma from the Polytechnic Institute, and applicants who hold diplomas based on two or more years of post-secondary training at Haile Sellassie I University, should be accepted as transfer students with advanced standing in related disciplines, provided they have a cumulative average of at least 2.50.

II. Applicants holding the two-year post-secondary diploma from the Ambo Agricultural Institute and the Jimma Agricultural Institute may be accepted as transfer students, if maintaining a 2.50 cumulative average.

Graduate Level Admissions

I. Applicants holding B.A. or B.S. degrees from Haile Sellassie I University should be considered for graduate programs.

Special Comments

I. No recommendations are made concerning the University of Asmara because of its newness and developmental status. Haile Sellassie I University will accept its students only at the freshman level.

II. No recommendations are made for the Ecole Normale Supérieure because of insufficient information.

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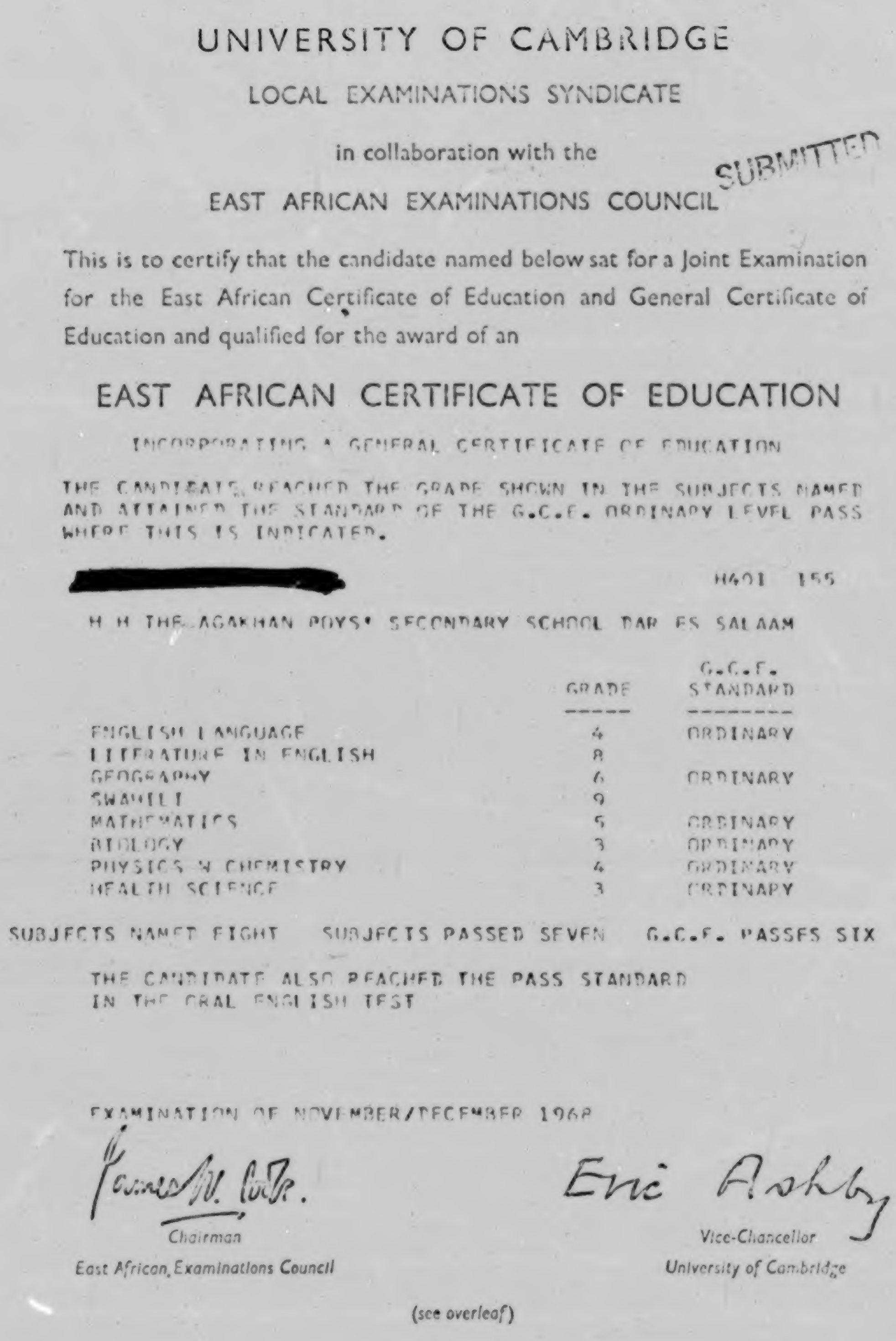


UNIVERSITY OF CAMBRIDGE

LOCAL EXAMINATIONS SYNDICATE

in collaboration with the

EAST AFRICAN EXAMINATIONS COUNCIL

SUBMITTED BY STU

This is to certify that the candidate named below sat for a Joint Examination for the East African Certificate of Education and General Certificate of Education and qualified for the award of an

EAST AFRICAN CERTIFICATE OF EDUCATION

INCORPORATING A GENERAL CERTIFICATE OF EDUCATION

THE CANDIDATE REACHED THE GRADE SHOWN IN THE SUBJECTS NAMED AND ATTAINED THE STANDARD OF THE G.C.E. ORDINARY LEVEL PASS WHERE THIS IS INDICATED.

[redacted] H401 155

H H THE AGAKHAN BOYS' SECONDARY SCHOOL DAR ES SALAAM

	GRADE	G.C.E. STANDARD
ENGLISH LANGUAGE	4	ORDINARY
LITERATURE IN ENGLISH	8	
GEOGRAPHY	6	ORDINARY
SWAHILI	9	
MATHEMATICS	5	ORDINARY
BIOLOGY	3	ORDINARY
PHYSICS W CHEMISTRY	4	ORDINARY
HEALTH SCIENCE	3	ORDINARY

SUBJECTS NAMED EIGHT SUBJECTS PASSED SEVEN G.C.E. PASSES SIX

THE CANDIDATE ALSO REACHED THE PASS STANDARD IN THE ORAL ENGLISH TEST

EXAMINATION OF NOVEMBER/DECEMBER 1968

Chairman
East African Examinations Council

Eric Ashby
Vice-Chancellor
University of Cambridge

(see overleaf)

UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE

in collaboration with the

EAST AFRICAN EXAMINATIONS COUNCIL

This is to certify that the candidate named below sat for the Examination for the East African Advanced Certificate of Education and qualified for the award of an

EAST AFRICAN
ADVANCED CERTIFICATE OF EDUCATION

The candidate passed at the level shown (Principal or Subsidiary) in the subject(s) named and attained the standard of the G.C.E. Advanced or Ordinary Level pass as indicated.

[redacted] H626 515

MZIZIMA SECONDARY SCHOOL DAR ES SALAAM

	E.A.A.C.E. Standard	G.C.E. Standard
GENERAL PAPER	SUBSIDIARY	ORDINARY
CHEMISTRY	SUBSIDIARY	ORDINARY
BIOLOGY	SUBSIDIARY	ORDINARY

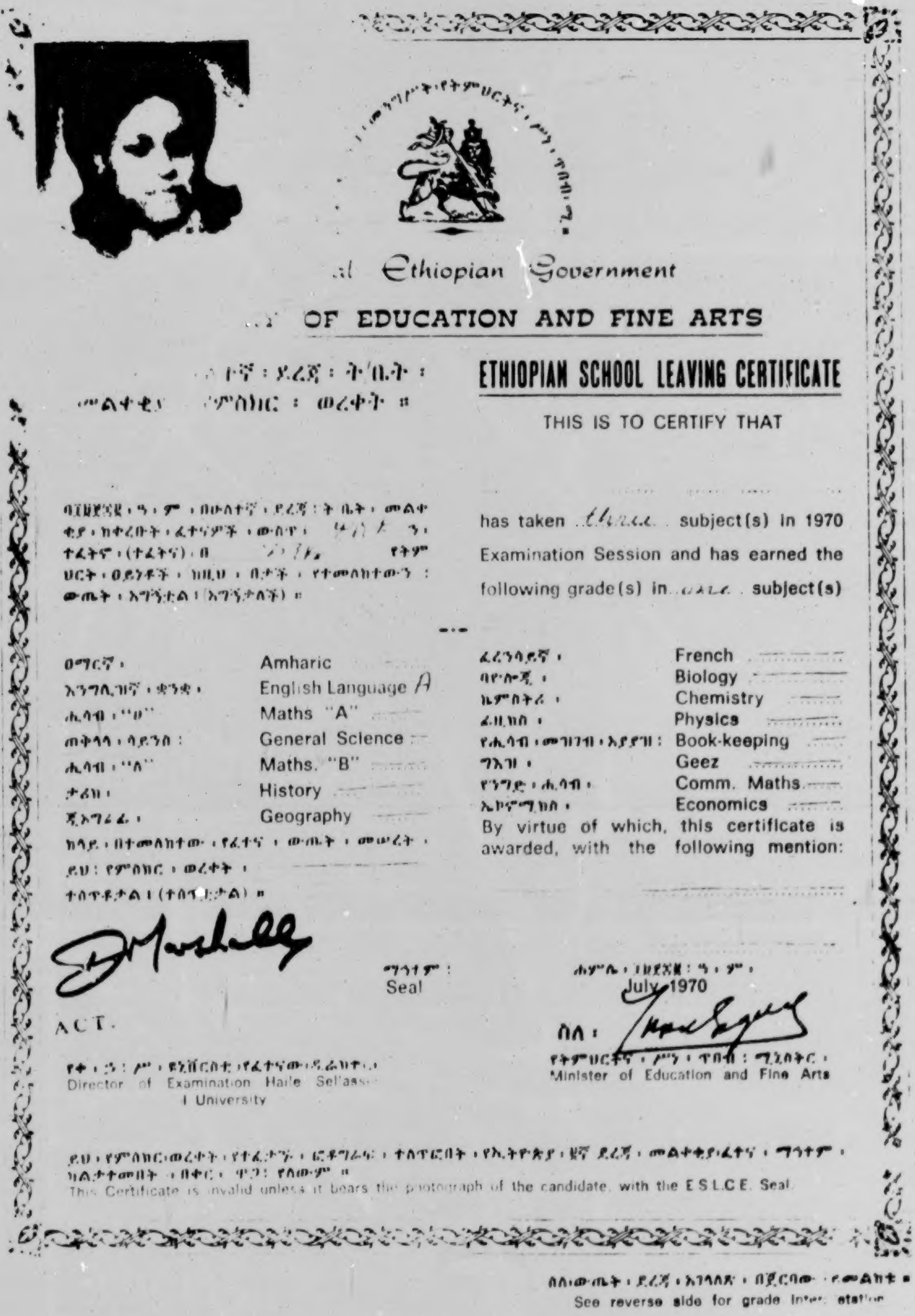
SUBJECTS RECORDED THREE

EXAMINATION OF NOVEMBER/DECEMBER 1970

William H. Rwetaiba
Chairman
East African Examinations Council

(See overleaf)

Owen Chadwick
Vice-Chancellor
University of Cambridge



…al Ethiopian Government

…Y OF EDUCATION AND FINE ARTS

…ኛ ፡ ደረጃ ፡ ት/ቤት ፡
መልቀቂ… …ምስክር ፡ ወረቀት ።

ETHIOPIAN SCHOOL LEAVING CERTIFICATE

THIS IS TO CERTIFY THAT

በ፲፱፻፷፪ ፡ ዓ ፡ ም ፡ በሁለተኛ ፡ ደረጃ ፡ ት ቤት ፡ መልቀቂያ ፡ ከቀረቡት ፡ ፈተናዎች ፡ ውስጥ ፡ ሦስት ን ፡ ተፈትኖ ፡ (ተፈትና) ፡ በ ሦስት የትምህርት ፡ ዐይነቶች ፡ ከዚህ ፡ በታች ፡ የተመለከተውን ፡ ውጤት ፡ አግኝቷል ፡ (አግኝታለች) ።

has taken three subject(s) in 1970 Examination Session and has earned the following grade(s) in three subject(s)

ዐማርኛ ፡	Amharic	
እንግሊዝኛ ፡ ቋንቋ ፡	English Language	A
ሒሳብ ፡ "ሀ"	Maths "A"	
ጠቅላላ ፡ ሳይንስ ፡	General Science	
ሒሳብ ፡ "ለ"	Maths. "B"	
ታሪክ ፡	History	
ጂኦግራፊ ፡	Geography	

ፈረንሳይኛ ፡	French	
ባዮሎጂ ፡	Biology	
ኬምስትሪ ፡	Chemistry	
ፊዚክስ ፡	Physics	
የሒሳብ ፡ መዝገብ ፡ አያያዝ ፡	Book-keeping	
ግእዝ ፡	Geez	
የንግድ ፡ ሒሳብ ፡	Comm. Maths	
ኢኮኖሚክስ ፡	Economics	

ከላይ ፡ በተመለከተው ፡ የፈተና ፡ ውጤት ፡ መሠረት ፡ ይህ ፡ የምስክር ፡ ወረቀት ፡ ………… ተሰጥቶታል ፡ (ተሰጥቷታል) ።

By virtue of which, this certificate is awarded, with the following mention:

D Marshall
ACT.

የቀ ፡ ኃ ፡ ሥ ፡ ዩኒቨርስቲ ፡ የፈተናዎች ፡ ዲሬክተር ፡
Director of Examination Haile Sel'assie I University

ማኅተም ፡
Seal

ሐምሌ ፡ ፲፱፻፷፪ ፡ ዓ ፡ ም ፡
July 1970

ስለ ፡
የትምህርትና ፡ ሥነ ፡ ጥበብ ፡ ሚኒስትር ፡
Minister of Education and Fine Arts

ይህ ፡ የምስክር ፡ ወረቀት ፡ የተፈታኙ ፡ ፎቶግራፍ ፡ ተለጥፎበት ፡ የኢትዮጵያ ፡ ሁለተኛ ደረጃ ፡ መልቀቂያ ፡ ፈተና ፡ ማኅተም ፡ ካልታተመበት ፡ በቀር ፡ ዋጋ ፡ የለውም ።
This Certificate is invalid unless it bears the photograph of the candidate, with the E.S.L.C.E. Seal.

ስለ ፡ ውጤት ፡ ደረጃ ፡ አገላለጽ ፡ በጀርባው ፡ ይመልከቱ ።
See reverse side for grade Interpretation

UNIVERSITY OF NAIROBI

Registrar
S. W. Karanja, M.A.
Our Ref:
Your Ref:

P. O. Box 30197
Nairobi, Kenya
Telephone 34244
Telegrams Varsity Nairobi

22nd February, 1974

TO WHOM IT MAY CONCERN

This is to certify that is currently registered as a full time student of this University.

He is now in his final year of a course leading to the degree of Bachelor of Science in Mechanical Engineering.

His overall grades are as follows:-

FIRST YEAR:

ME 11	St . and Properties of Materials	B
ME 12	Mechanics of Machines	B
ME 13	Thermodynamics	B-
CE 14	Mechanics of Fluids	C
ME 17	Engineering Drawing	A+
EE 11	Electrical Engineering	B
MATH 10	Mathematics	B
ME 15	Production Technology	

SECOND YEAR:

ME 21	Strength of Materials	A+
ME 22	Mechanics of Machines	A+
ME 23	Thermodynamics	A
ME 24	Fluid Mechanics	B+
ME 25	Production Technology	A+
ME 26	Materials Science	A+
ME 27	Engineering Design	A
EE 20	Electrical Engineering	B+
MAN 20	Management for Engineers	B
MATH 20	Mathematics	A+
COMP 20	Computing Programming	B

P. E. KANG'ORI
ASSISTANT REGISTRAR

THE UNIVERSITY COLLEGE DAR ES SALAAM

SURNAME	FIRST NAMES	DATE OF BIRTH	AGE ON ENTRY	Married or Single	SEX	Citizen of	DISTRICT	RELIGION	Res or Non Res	REG. NO
		[illegible]	[illegible]	Single	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

HOME ADRESS (In Pencil)

PARENT'S GUARDIAN'S NAME & OCCUPATION

ADDRESS

DEGREE OR DIPLOMA COURSE: Bachelor of Arts

DATE OF ENTRY: July, 1969

EXAMINATION RESULTS

B.A. 1st year examination 1970

History	56
Political Science	49
Sociology	52

B.A. 2nd year examination 1971

Political Science	**66/59**
Sociology	**62/55**
Development Studies	**56**

B.A. [illegible] 1972.

Political Science:

Modern Political Thought	63
Comparative Politics [illegible]	[illegible]
Public Administration	[illegible]
International Relations	[illegible]
Dissertation	[illegible]

Sociology:

Theories of Society	[illegible]
Methods of Sociological Investigation	[illegible]
Sociology and Organisation	66
Rural Sociology	[illegible]
Urban Sociology	[illegible]

[illegible]: [illegible] Class [illegible]

Blakat
The Chief Academic Officer
University of Dar es Salaam
P. O. box 35091,
DAR ES SALAAM

ENTRANCE QUALIFICATIONS

SCHOOL CERTIFICATE OR G.C.E. 'O' LEVEL EXAMINATIONS

SUBJECT	MARK	DATE	INDEX NO.
English Lang.	1	1966	[illegible]
English Lit.	[illegible]		
History	[illegible]		
Geography	[illegible]		
Biology	[illegible]		
Swahili	[illegible]		
Gen. Science	[illegible]		

SCHOOL: [illegible] High School Kenya 1963-1966

H.S.C OR G.C.E. 'A' LEVEL EXAMINATION

SUBJECT	PRIN OR SUB.	MARK	DATE	INDEX NO.
English Lang.	Princ.	D	[illegible]	[illegible]
Swahili	Princ.	A		
History	Princ.	[illegible]		
Economic	Subs.	[illegible]		

SCHOOL: Strathmore College 1967-1968

OTHER QUALIFICATIONS

Nil

[illegible], Maurice Joannes Onyalo

MAKERERE UNIVERSITY, KAMPALA

Academic Registrar's Office,
P.O. Box 7062
KAMPALA.

Department of Commerce,
Makerere University, Kampala.

DATE: I2th Oct., I971.

ACADEMIC RECORD

(For B.A. and B.Sc. Degree Courses)

NAME (In full) ——

REG NO 66/37 FACULTY Social Sciences HALL New

YEAR OF REGISTRATION: July, 1966.

FIRST YEAR EXAMINATION: B.A. I DATE: March, I968. GRADES*

SUBJECTS:	PAPERS:	
1. **Mathematics**	1. Algebra Calculus Fortran and the Use of of Desk Calculators. 2. Approximations Matrix Calculus recurrence Relations.	A
2. **French**	1. French Language. 2. The use of French.	A
3. **Economics**	1. Elements of Economics. 2. East African Economics.	C

FINAL EXAMINATION: B.A. III DATE: March, I970. GRADES*

SUBJECTS:	PAPERS:	
Accountancy:	I. Accounting I	B
	2. Accounting II	B
	3. Business Administration.	A
	4. Company Law.	B
Economics:	I. Economic Theory.	C
	2. Economic Development and Planning.	D
	3. Quantitative Method.	C
	4. Money and Public Finance.	C

AWARD: **Bachelor of Arts Second Class Honours (Lower Division) Degree of the University of East Africa, March, I970.**

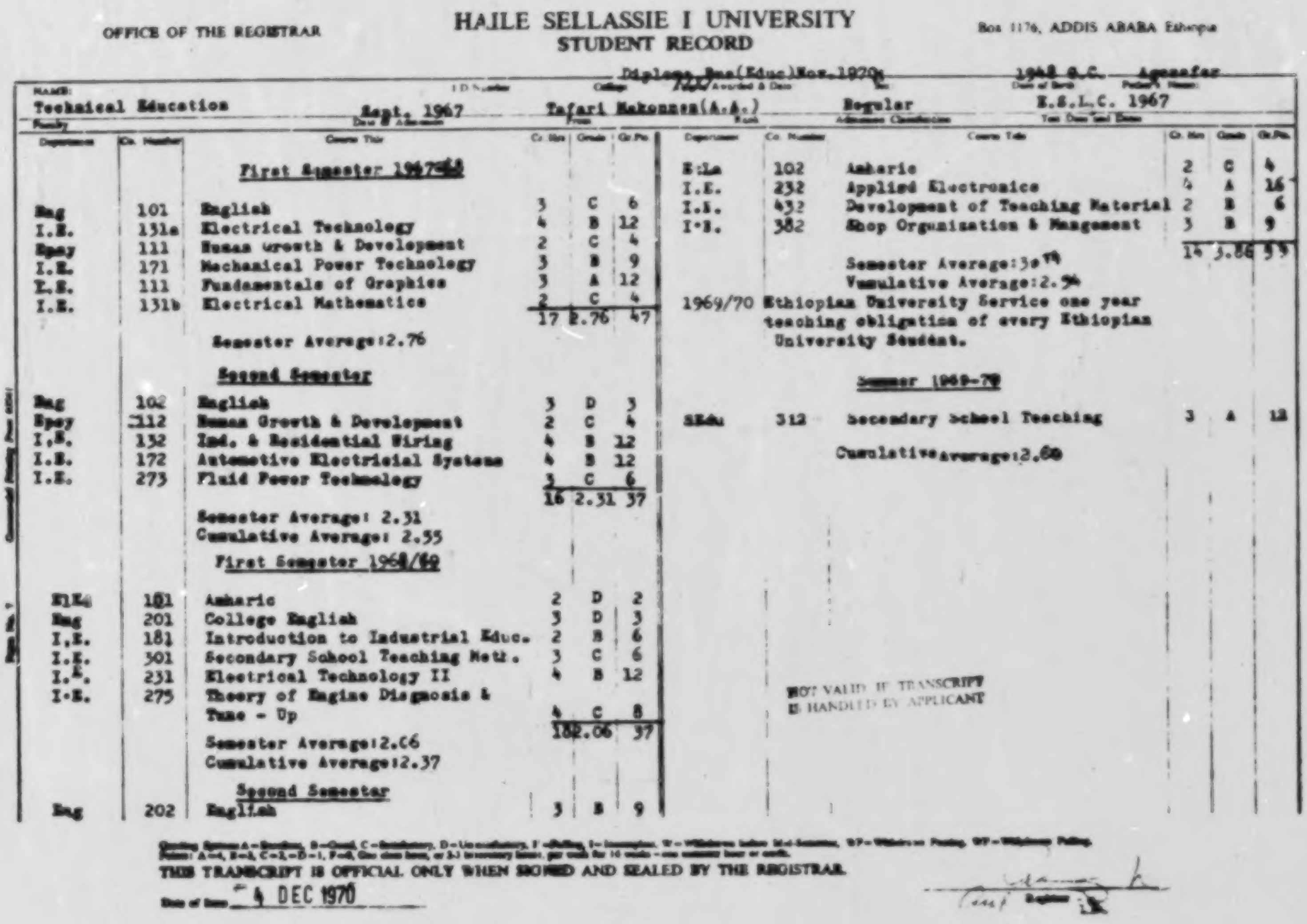
REMARKS:

*KEY TO GRADES:

A = 70 - 100%
B = 60 - 69%
C = 50 - 59%
D = 40 - 49%
E = 35 - 39%

12 OCT 1971

FOR ACADEMIC REGISTRAR



OFFICE OF THE REGISTRAR

HAILE SELLASSIE I UNIVERSITY
STUDENT RECORD

Box 1176, ADDIS ABABA Ethiopia

NAME:
Diploma Bsc(Educ)Nov.1970
1948 E.C.
Agonafer
Technical Education
Sept. 1967
Tafari Makonnen(A.A.)
Regular
E.S.L.C. 1967

Department	Co. Number	Course Title	Cr. Hrs	Grade	Gr. Pts.
		First Semester 1967/68			
Eng	101	English	3	C	6
I.E.	131a	Electrical Technology	4	B	12
Epsy	111	Human Growth & Development	2	C	4
I.E.	171	Mechanical Power Technology	3	B	9
I.E.	111	Fundamentals of Graphics	3	A	12
I.E.	131b	Electrical Mathematics	2	C	4
			17	2.76	47
		Semester Average:2.76			
		Second Semester			
Eng	102	English	3	D	3
Epsy	112	Human Growth & Development	2	C	4
I.E.	132	Ind. & Residential Wiring	4	B	12
I.E.	172	Automotive Electricial Systems	4	B	12
I.E.	273	Fluid Power Technology	3	C	6
			16	2.31	37
		Semester Average: 2.31			
		Cumulative Average: 2.55			
		First Semester 1968/69			
E.L.L.	101	Amharic	2	D	2
Eng	201	College English	3	D	3
I.E.	181	Introduction to Industrial Educ.	2	B	6
I.E.	301	Secondary School Teaching Meth.	3	C	6
I.E.	231	Electrical Technology II	4	B	12
I.E.	275	Theory of Engine Diagnosis & Tune - Up	4	C	8
			18	2.06	37
		Semester Average:2.06			
		Cumulative Average:2.37			
		Second Semester			
Eng	202	English	3	B	9
E.L.L.	102	Amharic	2	C	4
I.E.	232	Applied Electronics	4	A	16
I.E.	432	Development of Teaching Material	2	B	6
I.E.	382	Shop Organization & Management	3	B	9
			14	3.86	55
		Semester Average:3.79			
		Vumulative Average:2.54			
1969/70		Ethiopian University Service one year teaching obligation of every Ethiopian University Student.			
		Summer 1969-70			
SEdu	312	Secondary School Teaching	3	A	12
		Cumulative Average:2.60			

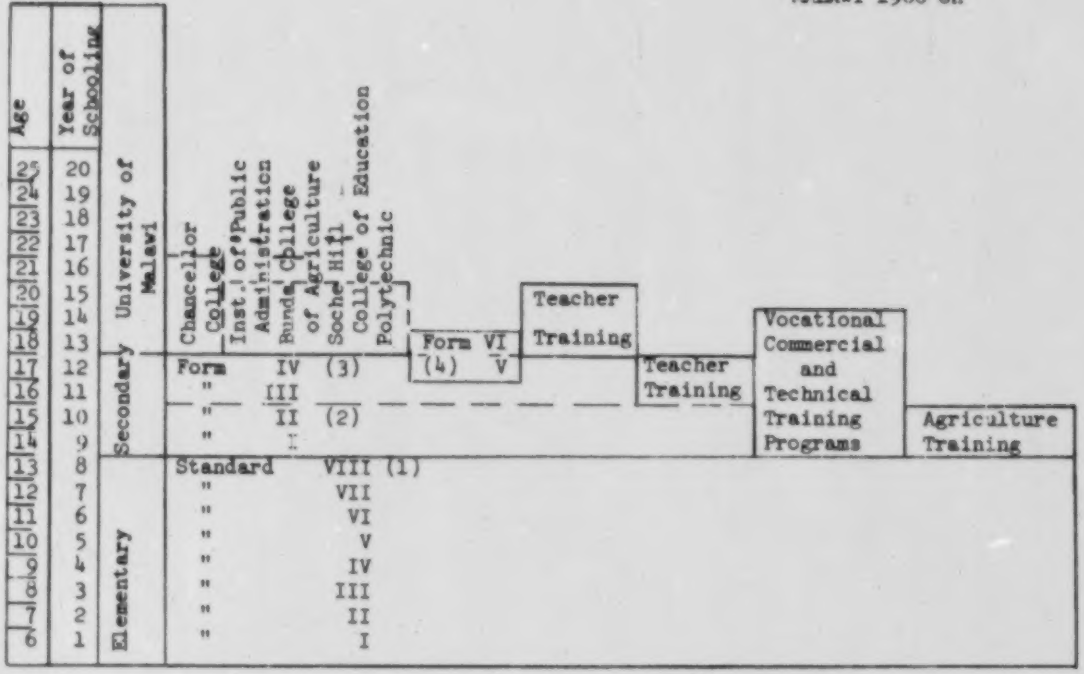
NOT VALID IF TRANSCRIPT
IS HANDED BY APPLICANT

THIS TRANSCRIPT IS OFFICIAL ONLY WHEN SIGNED AND SEALED BY THE REGISTRAR

Date of Issue 4 DEC 1970

Registrar

MALAWI 1966 on



Age
Year of Schooling
25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
University of Malawi
Secondary
Elementary
Chancellor College
Inst. of Public Administration
Bunda College of Agriculture
Soche Hill College of Education
Polytechnic
Form IV (3)
" III
" II (2)
" I
Standard VIII (1)
" VII
" VI
" V
" IV
" III
" II
" I
Form VI (4)
V
Teacher Training
Teacher Training
Vocational Commercial and Technical Training Programs
Agriculture Training

(1) Primary School Leaving Certificate Exam.
(2) Ministry of Education Junior Secondary School Certificate Exam.
(3) Leads to Malawi Certificate of Education which replaced the Cambridge School Certificate in 1971.
(4) Leads to Cambridge Higher School Certificate, and holders can enter university with 1 year advanced standing.

CENTRAL AND SOUTHERN AFRICA

CHAPTER I : MALAWI

GENERAL BACKGROUND

Malawi, formerly Nyasaland, has 49,177 square miles with a population of 4,330,000. The annual growth rate is estimated at 2.4%. The capital is presently located at Zomba but will be transferred to Lilongwe, in the center of the country, over the next few years. Blantyre is the largest town with 110,000 inhabitants. The country is composed of various Bantu tribes having occupied the country in the 16th and 17th centuries. English is the official language. The main ethnic groups include the Tonga tribe to the North, the Yao to the South, and the Chewa in the center of the country. Other important groups are the Tumbuka, Ngoni, and Nyanja. Nyanja is the most common indigenous language spoken in Malawi.

The country is mainly agricultural, with close to 50% of the Gross Domestic Product. Heavy priority, since independence, has been placed upon increasing the productivity of the land. Tea, tobacco, and groundnuts form the major exports. However, recently discovered bauxite in the south, and development of tourism are expected to yield additional national income.

EDUCATIONAL BACKGROUND

Malawi shared a similar pre-independence educational structure and philosophy with Zambia. Both were closely modeled on the British pattern with segregated facilities for Europeans and Africans. At the time of independence there were only 34 secondary schools and no university. Those wishing to do university studies had to go to Fort Hare in South Africa, or to the University of Rhodesia and Nyasaland.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education in Malawi is seven years, Standards I-VII. Education at this level is not compulsory. Upon completion of Standard VII students sit for a national examination leading to the Primary School Leaving Certificate.

Secondary Education

Secondary education is of four years' duration - Form I - IV - sub-divided into junior secondary school -- Forms I & II -- and senior secondary school -- Forms III -IV --. A National Junior Secondary School Certificate Examination is given at the end of Form II. Holders of this Certificate may gain entrance to senior secondary academic streams or to teacher training, agriculture, technical, and/or commercial schools.

Those enrolled in the senior secondary school academic streams sit, upon completion of Form IV, for the Malawi Certificate of Education. This examination, introduced in 1971, is similar in structure and grading to the former Cambridge examinations. Results determine entry to the University of Malawi and to other post-secondary programs such as those offered at the Malawi Polytechnic.

A typical course of study during secondary school is English Language, English Literature, General Science, arithmetic, algebra, geometry, trigonometry, science, scripture (Bible or Religious Knowledge), Nyanja (the national language), history and geography.

Two additional years - Forms V and VI - are offered at one secondary school in Blantyre, for those having the Malawi Certificate of Education with good results. Upon completion of Form VI students sit for the Cambridge Higher School Certificate. Holders of this Certificate are admitted to the University of Malawi with one year advanced standing.

Teacher Training

Since 1965 there have been 11 teacher training Colleges, of which nine are operated by voluntary agencies, and two by the Government including the Domasi Training College for primary school teachers, and the Soche Hill College for secondary school teachers, which later became a constituent part of the University of Malawi, and is described under university education.

Technical Education

Various centers exist for craft and technician training. At the lowest level, trade training centers, for primary and junior secondary school graduates, provide training leading to various trade certificates, City and Guilds of London Institute examinations, and internal diplomas. Some of these training centers include:

Livingstonia Institute
Namitete Training Center
Mzuzu Training Center
Soche Technical School
Lilongwe Technical School.

At the higher level of technician training, the Malawi Polytechnic, of the University of Malawi, offers a number of programs to those holding the Junior Secondary School Certificate. Secretarial programs are offered through the Department of Business Studies; Apprentice Training, through block-release and day-release courses, are given by the Department of Engineering in fields such as Machineshop- Work, Electrical Fitting, Motor Vehicle-Work, Welding, and Telecommunications. Evening classes allow for employed individuals to upgrade their skills in professional and commercial areas. While some of these courses are offered at the "O" level standard, most would be lower level programs.

Other in-service training programs are run by various Government Ministries including the Ministry of Works and Housing, the Ministry of Railways, and the Ministry of Agriculture. These programs are generally post-primary or post- Form II levels.

University Education

The University of Malawi was founded in 1965. Its enrollment, in 1971, was 930 students. It is composed of five constituent colleges throughout Malawi:

- Bunda College of Agriculture, Lilongwe
- Chancellor College, Blantyre (to move to Zomba)
- Institute of Public Administration, Blantyre (to move to Zomba)
- Malawi Polytechnic, Blantyre
- Soche Hill College of Education, Blantyre.

I. Admissions Requirements

Admission to the University of Malawi is based on the Malawi Certificate of Education (Ordinary level) with five passes, or the equivalent. A mature entrance plan admits older candidates by means of a special entrance examination.

II. Diplomas and Degrees Offered

A) Bunda College of Agriculture

- 3-year diploma in agriculture
- 2-year degree program in agriculture (admission after two years at Chancellor College)

B) Chancellor College

- 4-year degree courses in arts, sciences, or social sciences
- 5th Honors year projected

C) Institute of Public Administration

- 3-year diploma course in Public Administration
- 3-year degree course in Law (admission after two years at Chancellor College) .
- 1 year post-graduate course in Public Administration

D) Malawi Polytechnic

3-year diploma courses in Business Studies; civil, mechanical, electrical engineering; laboratory science; technical teaching

E) Soche Hill College of Education

3-year diploma course for secondary school teaching
5-year degree course in Education
Programs of professional training for graduate teachers.

III. Course Structure

Bunda College of Agriculture, Chancellor College, and the Institute of Public Administration, offer three terms a year - September/January/April. At these three Colleges the course structure is four courses each year. At Chancellor College, the unit system is utilized for the last two years. Each major subject represents two units. All students must take at least two units of one subject and one unit in another subject during the final two years of the undergraduate program. English and mathematics must be taken the first year.

The Polytechnic has four terms a year. Courses have a direct vocational content and practical basis. One term a year is spent as on-the-job training in commerce or industry.

Soche Hill College of Education has three terms. The number of courses vary according to the area of interest for teaching. All students take education and English throughout the program. Two additional subjects, at minimum, are taken in the teaching subjects of home economics, sciences, or arts. Five weeks a year are devoted to practice teaching.

IV. Grading System

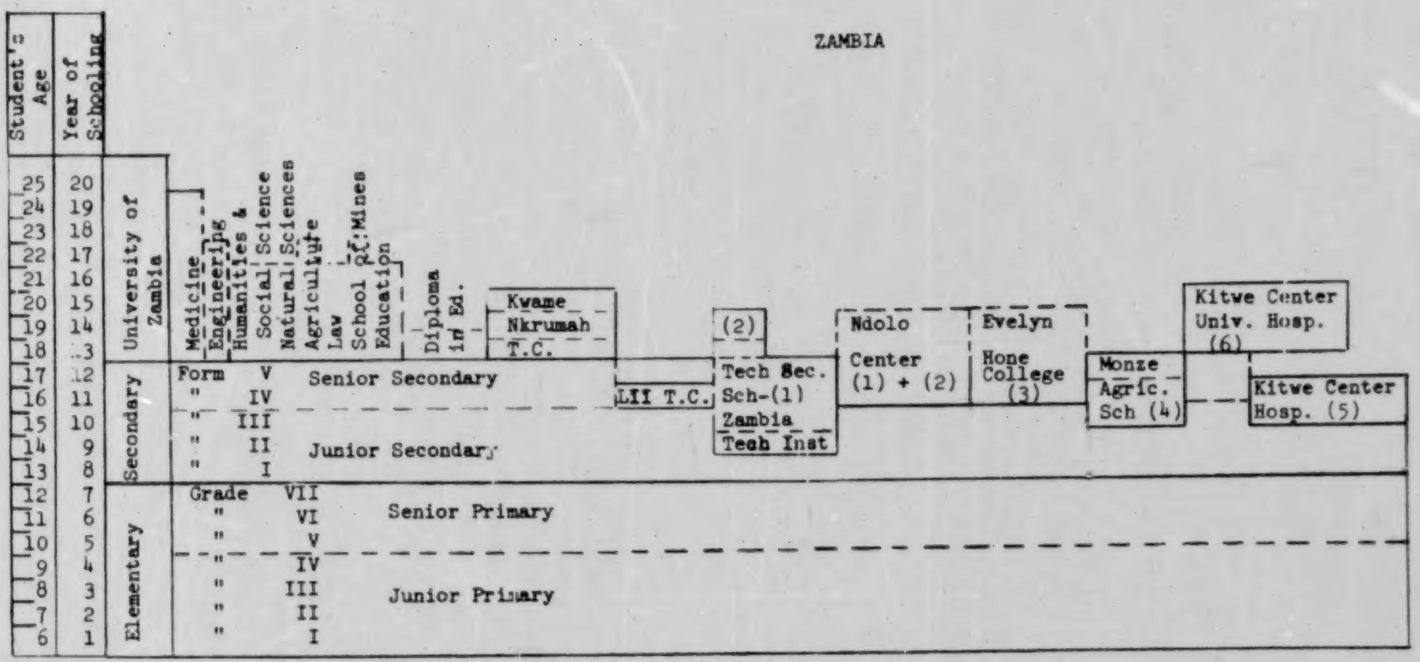
Students are assessed continuously during the academic year by essays, tests, examinations at the end of the term, and by final examinations at the end of each year. The relative weight of each varies by College, but the coursework may count as much as 50% in the final result. Students are generally required to pass in all subjects. However there are two options for those who fail, either in their general performance, or on the final, or "sessional" , examinations: a) If the student fails in more than one subject, but has maintained a low average mark, he may be allowed to repeat the academic year, or, b) If the student has been borderline, he may be allowed to take a supplementary examination in one, and sometimes, two subjects, given in September.

The grading system utilized by the University is the following:

Grade	Description
0	Fail
1	Fail (marginal)
2	Pass (marginal)
3	Pass
4	Pass with credit
5	Pass with marginal distinction
6	Pass with distinction

Transcripts will generally show the numerical grades on a course-by-course basis for each academic year, and the final degree results.

ZAMBIA


Student's Age
Year of Schooling
25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
University of Zambia
Medicine
Engineering
Humanities &
Social Science
Natural Sciences
Agriculture
Law
School of Mines
Education
Diploma in Ed.
Kwame Nkrumah T.C.
Secondary
Form V
" IV
" III
" II
" I
Senior Secondary
Junior Secondary
LII T.C.
(2)
Tech Sec. Sch-(1)
Zambia Tech Inst
Ndolo Center (1) + (2)
Evelyn Hone College (3)
Monze Agric. Sch (4)
Kitwe Center Univ. Hosp. (6)
Kitwe Center Hosp. (5)
Elementary
Grade VII
" VI
" V
" IV
" III
" II
" I
Senior Primary
Junior Primary

(1) Leads to Associate Examining Board GCE "O" level exam as well as other exams.
(2) Leads to Associate Examining Board GCE "A" levels as well as other exams.
(3) Many programs of varied lengths and admission requirements (see text).
(4) Varied programs including a 2 yr. program leading to GCE (Associate Examining Board).
(5) Leads to Enrolled Nurse Certificate.
(6) Leads to Registered Nurse Certificate.

CHAPTER II : ZAMBIA

GENERAL BACKGROUND

Zambia, a land of wide expanses, contains 290,586 square miles, with one of the world's largest copper deposits. The population is 4 million. Until 1964 known as Northern Rhodesia, Zambia is located geographically along the Zambezi River and shares common borders with Angola, Mozambique, South West Africa, and Zaire. The country thus occupies a strategic location between the majority-ruled African states and the minority-ruled states of Southern Africa.

There are more than 70 ethnic groups in Zambia, including the eight major groupings of Bemba, Lozi, Toga-Lenje-Ila, Lunda, Lovale, Ngoni, Chewa, and Nsenga. The latter three, from the Eastern Province speak Cinyanja - one of the major languages spoken in Malawi.

Zambia has one of the highest population growth rates of 3.1%. Lusaka, the capital, has grown by three-quarters, and is believed to be one of the fastest-growing cities in Africa. The economy has been based almost entirely on the development of the copper industry providing close to 95% of export earnings.

EDUCATIONAL BACKGROUND

During the pre-independence period two educational systems co-existed - European and African. The philosophy governing the British colonial African educational system was to produce a relatively efficient African clerical staff to serve colonial administration and local industry. Upon independence there were few university graduates and only several hundred secondary school graduates. The policy since independence has been "Self Reliance and Nationalization". 75% of primary-age school children are now enrolled although only 25-30% are able to find secondary school places. Commercial and technical subjects are increasingly being introduced in the primary school curriculum to provide functional skills for primary school leavers. In addition, other educational programs are being revised to meet manpower requirements. By 1973, the civil service in Zambia was completely staffed by nationals. However many of the teacher and technical training Colleges, in addition to the University of Zambia, remained dependent upon expatriate staffing.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

Primary education is still in a state of transition from the colonial era of a divided system for Europeans and Africans, to a post-independence unified system. All schools are now free. The former colonial schools, now nationalized, are called "scheduled" schools and use English as the language of instruction. Former African schools are now entitled "non scheduled" schools and use local languages for instruction purposes. Nevertheless there are attempts to change the teaching language to English on a consistent basis.

In both types of schools, primary education is seven years, sub-divided into Lower Primary - Grades I through IV - and Upper Primary - Grades V through VII -. In 1969, there were 2,550 primary schools with an enrollment of 661,281 pupils. Students completing Grade VII sit for two examinations, if aspiring for secondary school places. The Primary School Leaving Certificate Examination, often referred to as the Grade VII Leaving Certificate Examination (LCE), is given to all students. This, as the second examination, the Secondary School Selection Examination (SSSE) is developed by the Psychological Service of the Ministry of Education.

The LCE consists of four "attainment" papers in arithmetic, English, geography, and history. The range of subjects will gradually be expanded. The SSSE, determining selection for secondary school, is also four examination papers, generally two papers in arithmetic and English, and two other "reasoning" subject papers. In 1969, 63,932 pupils sat for the SSSE for the 15,578 places available in Form I. Some 72,528 pupils sat for the Primary School Leaving Certificate Examination. Thus at the most, one-fourth of those completing primary school find opportunities to enroll in secondary academic programs.

Secondary School

Secondary school is a five-year program divided into Junior Secondary School - Forms I through III- and Senior Secondary School - Forms IV and V. Previously the Junior Secondary program was of two years' duration, with Senior Secondary school consisting of Forms III-V. This was changed, in 1969, for several reasons: a) to give school leavers one additional year of general education, and b) to introduce more practical courses related to manpower needs. Where previously 75% of those completing Junior Secondary school were expected to continue through Form V, the current philosophy is for 50% of those finishing Form II to have senior school education. Form III gives pre-vocational training useful to those who will seek immediate employment.

The new syllabus developed by the Ministry of Education puts emphasis , for junior secondary school, on sciences, mathematics, English Language, Civics,and practical subjects. These courses are compulsory. In addition, pupils must take two courses in agriculture, art and crafts, woodwork, metalwork, technical drawing, typewriting, book-keeping, or office practice and homecraft.

The Junior Secondary School Leaving Examination is given at the end of Form III. In 1969, of 24,160 students sitting for the examination, 4,294 were deferred (or had to retake the examination), and 9,382 received certificates. Those continuing for the Form IV and V sit, upon completion of senior secondary school, for the Cambridge Overseas School Certificate,although increasingly many subjects offered through the East African Advanced Certificate of Education (EAACE) are being taken.

Teacher Training

Teacher training programs are offered at several educational levels: Primary Teacher Training Colleges, Secondary Teachers Colleges, and the University of Zambia.

Primary school teachers are trained at thirteen Teacher Training Colleges including: David Livingston, Chalimbana , Robert Moffat, Charles Lunaga, Kitwe, Mufulira, and Fort Jameson. Two-year courses are offered to prepare teachers for lower and upper primary school teaching. Entrance is generally based on the Junior Secondary School Leaving Certificate.

Junior secondary school teachers are trained at two Higher Teacher Training Colleges (HTTC), the Kwame Nkrumah Higher Teacher Training College, Kabwe, and the Higher Teacher Training College, Kitwe. Admission is based on the Cambridge Overseas School Certificate or "O" level equivalent .

A Diploma course in Education is offered at the University of Zambia for preparation of secondary school teachers. It is a two-year program with admission based on some "O" level passes, and three to five years of teaching experience.

A B.A. or B.Sc. program with education is also available through the University. The four-year degree program, open to holders of a First or Second Division School Certificate, consists of specialization in an academic subject and additional education courses taken in the last three years.

Technical and Vocational Training

Technical and vocational training has been expanding rapidly to meet the demands of industry, mining, commerce, and Government. There are numerous programs available through trade training institutes, for Grade VII school leavers, industry on-the-job programs, and commercial schools. Only training for Junior Secondary school graduates and School Certificate holders are described below.

I. Zambia Institute of Technology

Formerly known as the Northern Technical College, the Zambia Institute of Technology offers training at the craft and technician level. Three different types of programs are available: a) technician courses leading to the Ordinary National Diploma level in fields such as telecommunications, fabrication engineering , mechanical engineering; b) commercial courses leading to various professional examinations such as the Chartered Institute of Secretaries; and c) a senior secondary program in technical fields - Forms IV and V; and d) a post-secondary two year program leading to the G.C.E. "A" level examinations. The senior secondary technical program leads to the G.C.E. "O" level examinations and consists of the following curriculum: geography, mathematics, English, general science, technical drawing, principles of Accounts, physics, additional biology, and French. Entrance is based on the Junior Secondary School Leaving Certificate.

II. The Ndola Center

The Ndola Center is a satellite center of the Zambian Institute of Technology and offers courses in mechanical trades, automobile engineering, steelwork, electrical trades, and technician courses. All follow the syllabus of the City & Guilds of London

Institute. Commercial courses are also given, leading to various Royal Society of Arts examinations, and G.C.E. "O" and "A" level examinations. Professional courses lead to the Intermediate and Final Certificates of various external examining bodies. Gradually the Zambian Government will design its own examinations for commercial and professional fields. (For further information concerning the British examinations, see Chapter I, anglophone West Africa, pp. 20-24.)

III. The Evelyn Hone College of Further Education

This institution is the main center for commercial and vocational training. There are six departments - business studies, commerce, general and social studies, home economics, hotel & catering, and technology, which lead to various certificates and diplomas. Entry requirements vary by course of study but generally include Form III completion, and a Junior Secondary School Leaving Certificate. Programs in home economics, commercial studies, and professional programs, often lead to the G.C.E. "O" levels in the relevant field. The programs vary from one to three years.

IV. The Zambia College of Agriculture, Monze

A two-year program for technical assistants is available to those completing Form III. The curriculum emphasizes English, mathematics, animal husbandry, crop husbandry, agricultural economics and marketing, and soil conservation. Students sit for internal college examinations and for G.C.E. "O" levels in relevant subjects.

V. The Veterinary Training School, Mazabuka

A post-Form III program, of one year's duration, is offered for the training of veterinary assistants.

VI. Nursing Training Schools

There are two nursing training programs in Zambia. The Nurses Training School at Kitwe offers a Registered Nursing course of three years' duration to those completing Form V. Upon completion of the program students earn the diploma of Registered Nurse. A lower level nursing program is given at the Zambian Enrolled Nurses Training School, Mongu providing a two year course after Form III. The Enrolled Nursing Certificate is given following successful completion of the program.

VII. The Natural Resources Development College

The College provides training in agriculture and related subjects primarily for Government employees or teachers. Courses in fields such as agriculture, animal management, water development, draughtmanship/planning, and fisheries, are available. Entry is based upon successful completion of Form V. Most courses are three years'duration.

University Education

The University of Zambia, located in the capital of Lusaka, was founded in 1965. Enrollment has sharply increased since the first academic year with over 300 students. In 1973, 2,424 students were in attendance. In addition, the University has correspondence courses. Over 422 students in 1973 were meeting degree requirements by this method. The manpower priorities of the Zambian Government play an important role in the orientation of students at the undergraduate level. Priority has been given to education, science, agricultural sciences, engineering, and medicine. Quotas for enrollment are set in accordance with these manpower needs.

I. Admissions Requirements

The University of Zambia requires, as minimum conditions of admissions, five Credit passes on the Cambridge School Certificate, or five good passes on an equivalent examination. The science and engineering programs will generally require a Credit pass in mathematics and a general science subject. In addition, all applicants must provide proof of English language proficiency either through an interview or through a Special University English Language Examination. Students presenting the School Certificate are usually required to have Division I or II. Entry after Form VI, or at Advanced level, was deemed a luxury which the country could not afford. The University also has a mature entry scheme whereby individuals over the age of 25, who convince the university of their efforts to improve their education, and who pass a Special Entrance Examination, may be enrolled.

II. University Structure

The academic year is divided into three terms: May-August; September - November; and December-March. Eight Schools offer a diversity of undergraduate and graduate degrees:

Humanities and Social Sciences
Natural Sciences
Education
Medicine
Engineering
Agricultural Sciences
Mining
Law.

Most programs leading to the B.A. or B.Sc. are four years' duration, with the exception of the Schools of Engineering, Mining, and Agricultural Sciences, that offer five-year first-degree programs. Medicine is a seven-year program. After the first four years medical students receive the B.S. in Human Biology, three years after further specialization, they receive the Bachelor of Medicine or Surgery degree.

All students, upon admission, initially enroll in either the School of Humanities and Social Sciences, or the School of Natural Sciences. The choice of courses during the first year determines the future program in which they can specialize. Pre-requisites for the professional programs are met during this first year. Following completion of the first academic year students can apply to other faculties, or continue in the same School. Four courses are taken each

each academic year, sixteen being required for graduation.

Certificate and Diploma courses are offered by the School of Education, and the School of Humanities and Social Sciences. In education a certificate course in adult education is aimed at giving adult educators in-service training. This is a one-year course. The Diploma in Teacher Education, first offered in 1973, is designed to train primary teachers. Entry is based on a minimum of four "O" level passes and five years of teaching experience. The School of Humanities and Social Sciences offers a Diploma in Social Work. This is a three-year program with admission based on five Ordinary level passes.

III. Grading and Classification System

The University of Zambia utilizes the following system for coursework assessment:

A+	Distinction
A	Distinction
B+	Meritorious
B	Very Satisfactory
C+	Clear Pass
C	Bare Pass
D+	Bare Fail
D	Clear Fail
E	Worthless
P	Passed Supplementary Exam
F	Failed Supplementary Exam

Transcripts will generally indicate letter grades for each subject taken. Sometimes approximate numerical equivalences will be given as follows:

A+	90-100%	A	80-90%	B+	70-79%
B	60-69%	C+	50-59%	C	45-49%
D+	40-44%	D	20-39%		

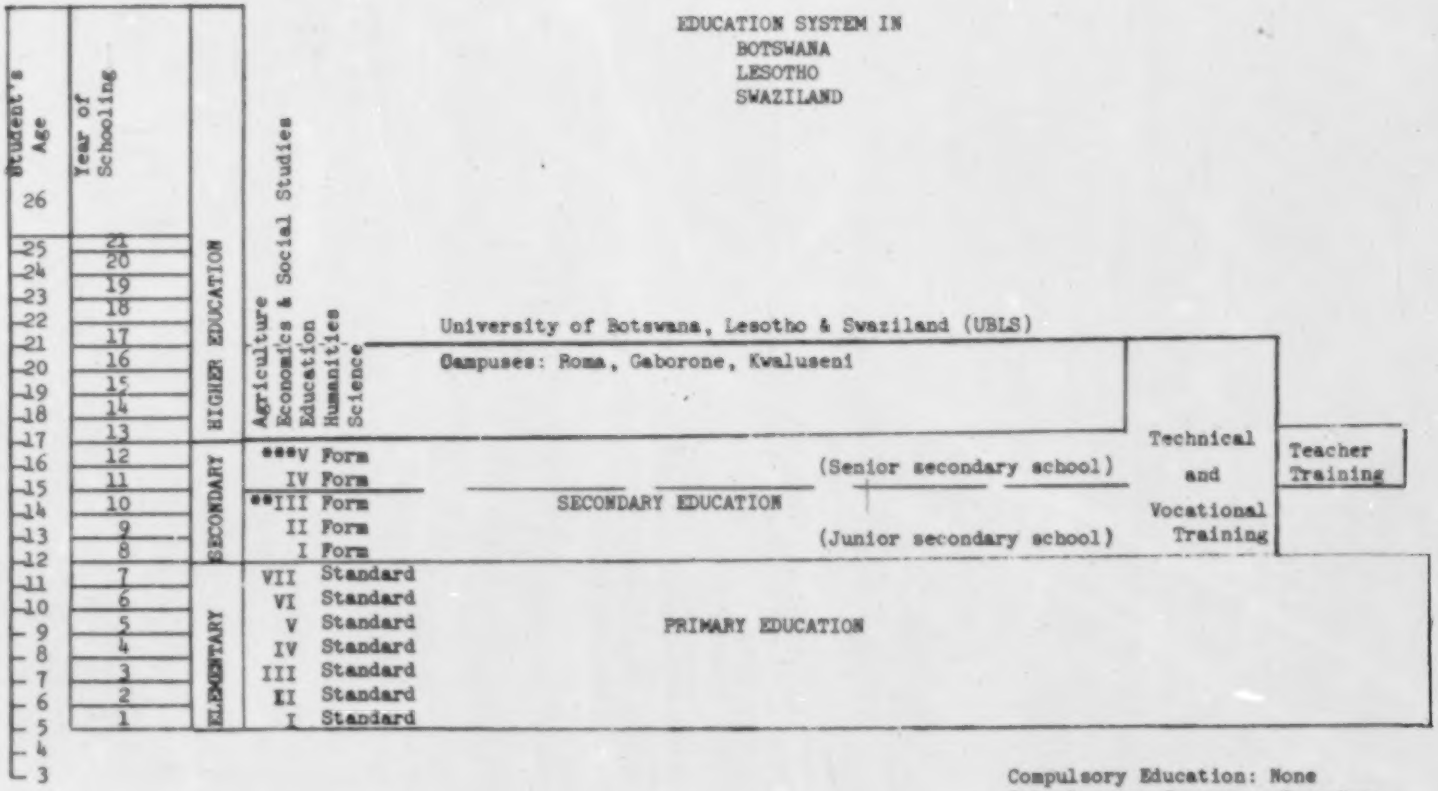
While these percentages do not correspond exactly to U.S. grading standards, admissions officers should place more weight on the letter grades.

Degrees are ranked in the following order:

A+ and A	Distinction
B+	Merit
B	Credit
C	Pass

Sixteen courses, all of equal weight, must be passed over the four-year undergraduate program.

EDUCATION SYSTEM IN
BOTSWANA
LESOTHO
SWAZILAND


Student's Age
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
Year of Schooling
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
HIGHER EDUCATION
SECONDARY
ELEMENTARY
Agriculture
Economics & Social Studies
Education
Humanities
Science
University of Botswana, Lesotho & Swaziland (UBLS)
Campuses: Roma, Gaborone, Kwaluseni
***V Form
IV Form
**III Form
II Form
I Form
(Senior secondary school)
SECONDARY EDUCATION
(Junior secondary school)
Technical and Vocational Training
Teacher Training
VII Standard
VI Standard
V Standard
IV Standard
III Standard
II Standard
I Standard
PRIMARY EDUCATION

Compulsory Education: None
School year: January - December

- * First School Leaving Certificate (varying in title by country)
- ** Junior Secondary School Certificate (UBLS)
- *** Cambridge Overseas School Certificate

Adapted from

CHAPTER III : BOTSWANA, LESOTHO, SWAZILAND

GENERAL BACKGROUND

Botswana is a landlocked, semi-desert country about twice the size of Britain which is surrounded by the southern African minority-ruled states. With only 600,000 people the country suffers from under-population although its 3% growth rate seems encouraging, particularly since the discovery of exploitable mineral deposits which foreshadow industrial development. At present Botswana is almost entirely without industry, depending on livestock and animal products to help alleviate its foreign trade deficit. Among the eight major ethnic groups are the famous Kalahari Bushmen. 80% of the population lives in the eastern portion of the country with a population density of 2,5 persons per square mile. Consequently, most of the secondary schools are in the eastern area. An inadequate supply of secondary schools and teachers appear to be major problems in the path of educational development at present.

Lesotho, completely surrounded by South Africa, covers nearly 12,000 square miles of land ranging in altitude from 5000 to 11,000 feet. This small country, composed of Sotho and Zulu ethnic groups is almost totally dependent on South Africa for imports and access to export facilities. Approximately 1 million people work permanently in South Africa, and there are little over 2,000 wage earners within the country itself. In spite of its disadvantageous economic situation, poor soil, and lack of industry, Lesotho has a fairly well-developed educational system. While livestock will remain its principal product, diamonds are mined, and Lesotho's abundant sources of water and hydroelectric power are being developed for sale to South Africa.

The kingdom of Swaziland is the smallest of the three majority-ruled states in Southern Africa. Except for some 12,000 foreigners, all of its nearly 400,000 inhabitants are Swazis who speak Siswati along with the official language, English. Like its sister nations, Lesotho and Botswana, Swaziland remains dependent on South Africa. The country is placed somewhat on a tilt from the cool highlands in the west, to the citrus-growing lowlands to the east, giving it a pleasing range of climate throughout the year. Major crops are maize, millet, and citrus fruits, but it also exports substantial quantities of sugar and timber.

CURRENT EDUCATIONAL STRUCTURE

Primary Education

There is no compulsory school age in Botswana, Lesotho, or Swaziland but students generally enter school at age 6. Boys in Botswana normally start later than girls because they may tend to herd cattle.

Previously primary school was an eight-year cycle sub-divided into a) Lower Primary - 6 years, and b) Upper or Higher Primary - 2 years . The first two years were entitled Sub-Standard A & B, the following six years were called Standards. Presently all countries have an integrated seven-year primary school cycle -Standard I-VII, initiated by Botswana. Local languages often serve as the medium of instruction during the first few years, with English being introduced no later than Standard III or IV.

At the end of Standard VII students sit for a Primary School Certificate. The certificate is usually designed and administered by the Ministry of Education within each state. In Lesotho the certificate is known as the Lesotho Education Department Standard VII Certificate. In Botswana it is called the Ministry of Education Standard VII Primary Certificate.

Secondary Education

Pupils enter secondary school at about

age 14 to 15. The maximum entry age of 18 prevails. Selection from primary to secondary school is by competitive examination. The examination committee is composed of all secondary school heads and senior officials from the Education department.

Secondary school is sub-divided into two cycles: a) Junior secondary school - Form I-III; and b) Senior secondary school - Form IV and V. The first cycle leads to the Junior Secondary School Certificate. This examination used to be administered by the High Commission Territories Education Authority but is now designed and given by the University of Botswana, Lesotho, and Swaziland (UBLS) Examinations Council.

The results on this examination determine the assignment of secondary school places. Students continuing for the academic stream, Forms IV and V, sit, upon completion, for the Cambridge Overseas School Certificate. In the near future this examination will be designed and administered by the UBLS Examinations Council. There is no Form VI in the educational structure of Botswana, Lesotho, and Swaziland. University entrance is based on completion of Form V and School Certificate results.

Teacher Training

There are three main teacher training Colleges in Botswana: a) the Lobatse Teacher Training College; b) the Serowe Teacher Training College; and c) the Francistown Teacher Training College. These institutions, as those in Swaziland, are operated in affiliation with UBLS. Those in Swaziland include: a) the Nazarene Training College; and b) the William Pitcher College. All have two-year programs leading to the Primary Teachers' Certificate. Admission is based upon completion of Form III and results on the Junior Secondary School Certificate examination. The program consists of basic academic subjects such as English, Mathematics, Science, and Education, in addition to other teaching subjects.

A Teacher's Certificate is offered through the College of Education, UBLS for those presenting a School Certificate, in any class. This is a two-year program of study.

In addition the University offers a Diploma in Education program and a Certificate in Primary Education. The two-year Diploma program is open to those presenting a Teacher's Certificate or the Certificate in Primary Education, and having two years of professional experience. Admission to the CPE course is based on the Primary Teacher's Certificate.

In Lesotho there are teacher certificates at several levels: a) the Primary Teacher's Certificate; b) the Junior Secondary Teacher's Certificate; c) the Post-Graduate Certificate in Education; and d) the Diploma in Education offered by the University of Botswana, Lesotho, and Swaziland.

Technical and Vocational Training

Vocational and technical education has been provided in Botswana by three institutions:

I. Botswana Training Center

The Center offers post-primary technical and craft programs in areas such as carpentry, building, motor mechanics, and in-service training for civil servants.

II. The Home Craft Center

This is operated by the Dutch Reformed Church at Mochudi and offers: a) a two-year course for adolescents; b) a one-year course for qualified teachers to specialize in home craft subjects; and c) a two-year post-primary course in home economics and management. Two certificates are awarded: a) the Home Craft Certificate; and b) the Home Craft Teacher's Certificate.

III. St. Joseph College

The College provides programs in commercial subjects - bookkeeping, commercial arithmetic, typewriting, business methods and English.

Entry to these technical and vocational programs is based upon completion of Form II.

In Lesotho there are three institutions providing technical and agricultural training:

I. Lerotholi Artisan Training Centre

This Centre is located at Maseru and offers courses in building, mechanical engineering, at the elementary level, cabinet making, and carpentry.

II. The Leloaleng Technical School

This institution is located at Moyeni and offers a curriculum similar to the above.

III. The Agricultural Training School

Located at Maseru, the School provides training to Junior Secondary School Certificate holders. Training leads to the Craft Certificates, the City and Guilds of London Institute examinations, and a Diploma in Agriculture.

The major technical training center in Swaziland is the Swaziland Trade School which offers a three-year training program for entry after primary school. The three-year course is followed by a two-year apprenticeship in industry. The courses available include motor mechanics, electrical engineering, building, carpentry, fitting, and turning. Studies lead to the Craft Certificate, and City and Guilds examinations. Similar programs are offered at the Mbuluzi Clerical Training Centre.

Higher Education

The University of Botswana, Lesotho, and Swaziland, with campuses at Roma, Gaborone, and Kwaluseni, services the three countries.

I. Admissions Requirements

Entrance is based upon one of the following, for both degree and diploma candidates: a) the Cambridge Overseas School Certificate with a First or Second Division pass, including a Credit pass in English; or b) G.C.E.,EACE, or WAEC results including four subject passes at not more than two sittings including English Language, with an aggregate score for the best six subjects not exceeding 33.

II. Faculties and Degrees

There are five Faculties, as of 1974, offering seven first degree programs, four diploma courses, and seven certificate courses. The Faculties include:

Agriculture
Economics and Social Studies
Education
Humanities
Science

The diploma and certificate programs include:

Agriculture - Diploma
Education - Diploma (part-time)
Theology - Diploma
Education - Post-Graduate Certificate
Education - Certificate (concurrently with undergraduate program)
Business - Certificate (part-time)
Statistics - Certificate
Teacher's Certificate

Master's degree programs are offered but there is still limited enrollment.

III. Degree Structure

B.A. or B.Sc. programs are of four years' duration. Students enrolling with Advanced level qualifications do a three-year first degree program.

The structure of the first degree program is based upon two years of study called Part I, and an additional two years, called Part II. During Year I and Year II, of Part I, students generally take four courses in major and minor subjects. During the last two years, students concentrate on two major courses.

IV. Examinations system and Grading

Examinations are generally given during the second, third, and final year of the undergraduate program. At the end of the first year, students are assessed in their major work on a 6-point scale A-F. E denotes unsatisfactory work.

Students are expected to obtain a mean mark of 50 to be eligible to continue to the second year. Formal examinations are given at the end of each subsequent year and may be written, oral, and/or practical. External examiners are employed in all formal examinations for major subjects, and for any minor subjects studied during two years. Major subjects are generally tested by four to five papers. A student's academic results during the year is weighed in the final decision. Candidates may be allowed to take on a supplementary examination in one major subject. In that case, the examination is recorded with the symbol D in the subject passed.

All examinations are graded on the following scale:

A	Outstanding
B	Superior
C	Good
D	Pass
E	Failure -but Supplementary Examination possible
F	Failure

The overall classification for the degrees are:

First Class	A Average
Second Class First Division	B Average
Second Class Second Division	C Average
Pass	D Average
Failure	E & F average

It should be noted that grading is extremely competitive at UBLS. Since 1964, only five students have ever received a First Class degree. Of these, two were in the sciences, two in humanities, and one in economics. Second Class, First Division degrees are given to approximately 5% of all graduating students in a given year. The majority of graduates receive a Second Class, Second Division degree.

CHAPTER IV : PLACEMENT RECOMMENDATIONS

Freshman Level Admissions

I. Applicants who hold the Cambridge Overseas School Certificate, or the Malawi Certificate of Education, with five or more credits (Grades 1 through 6), in academic subjects including English, may be considered for freshman admission. Alternatively, six subject results, including an English pass at Grade 7 or 8, with the other five academic subject passes at grades 1 through 6, may be considered.

II. Candidates presenting the General Certificate of Education (G.C.E.) with five "O" Level passes in academic subjects, including English, may also be considered for freshman level admissions. Note that Oral English should not be considered an academic subject.

Transfer Level Admissions

I. Holders of the General Certificate of Education (G.C.E.) at Advanced level, "A" Level, may be admitted with advanced standing of six to twelve semester hours of credit for each subject with Grades A through D.

II. Applicants holding the Cambridge Higher School Certificate with Principal passes may be admitted with advanced standing of six to twelve semester hours of credit for each subject with a Principal pass.

Although a Subsidiary level pass is superior to an "O" Level pass, it is not an "A" Level equivalent and should not be given advanced standing.

III. Applicants for transfer from the University of Zambia, University of Malawi, or the University of Botswana, Lesotho and Swaziland, may be admitted with advanced standing, on a course-by-course basis, provided a grade of C+ or better has been earned in the course.

Technical Training Applicants

I. Applicants presenting technical and vocational diplomas and certificates such as the Ordinary Technical Diploma, the Ordinary National Diploma, Royal Society of Arts Certificates, and Certificates of the City and Guilds of London Institute, should be evaluated with great caution. For further information consult Chapter I, pp. 20-24.

Nursing Applicants

I. Holders of the Registered Nurses Certificate, in Zambia, may be admitted to the freshman level.

Teacher Training Admissions

I. Applicants presenting diplomas from the Higher Teacher Training Colleges, in Zambia, the Teacher's Certificate , in Botswana and Swaziland, and the Junior Secondary Teacher's Certificate in Lesotho, should be considered for freshman level admission, if the courses taken during the teacher training, with results of B or better, supplement deficiencies in the General Certificate of Education or Cambridge School Certificate. Advanced standing may be granted for courses in education, if applicable.

II. The Diploma in Education from the University of Malawi, the Diploma in Teacher Education from the University of Zambia, and the Diploma in Education from the University of Botswana, Lesotho and Swaziland may be considered for admission with advanced standing.

Graduate Level Admissions

I. Holders of Bachelor's degrees from the University of Zambia and the University of Malawi may be considered for graduate admissions.

II. Applicants from the University of Botswana, Lesotho, and Swaziland, presenting Bachelor's degrees with First or Second Class (First and Second Division), may be considered for graduate admissions.

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Zambian Manpower, Development Division, Office of the Vice-President, the Government Printer, Lusaka, 1970.

The University of Zambia, General Information on Admissions 1973/1974.

Handbook, 1970-1971, University of Malawi.

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Educational Systems of Africa, University of California Press, 1966, Sasnett and Sepmeyer.

UNIVERSITY OF MALAWI

BUNDA COLLEGE OF AGRICULTURE

Transcript of Academic Performance

Name of Student [illegible]
Home Address [illegible]
Date enrolled [illegible]
Secondary School [illegible]
Type of Entry [illegible]

	SUBJECT	GRADE	SUBJECT	GRADE
Year [illegible]	[illegible] [illegible] [illegible] [illegible]	[illegible] [illegible]		
Year [illegible]	[illegible] [illegible] [illegible] [illegible]	[illegible] [illegible]		
Year [illegible]	[illegible] Livestock Production Rural Development [illegible] [illegible]	[illegible] [illegible] [illegible]		

	SUBJECT	GRADE	SUBJECT	GRADE
Year 4	[illegible] [illegible] Livestock Production Rural Development	[illegible] [illegible] [illegible] [illegible]		

FINAL EXAMINATION RESULT

AGRICULTURAL ENGINEERING	3
CROP PRODUCTION	[illegible]
LIVESTOCK PRODUCTION	[illegible]
RURAL DEVELOPMENT	[illegible]

Award [illegible] Date of award [illegible]

Signed [illegible]
(Registrar Bunda College
of Agriculture) Date [illegible]

Explanation of the system of grades awarded by the University of Malawi

Grade	Description
0	Fail
1	Fail (marginal)
2	Pass (marginal)
3	Pass
4	Pass with credit
5	Pass with marginal distinction
6	Pass with distinction

THE UNIVERSITY OF ZAMBIA NS/73/94

P. O. Box 2379,
LUSAKA,
Republic of Zambia.

TO WHOM IT MAY CONCERN

Computer No. 638

The above student was registered as a student of the University of Zambia for the academic year(s) **1968-72** and was enrolled in the following courses and obtained the following grades in the **end-of-year** examinations.

1968	**Biology**	**BZ110 C**	**1970**	**Bioc hemistry**	**BC310 C**
	Chemistry	**C110 B+**		**Physiology**	**PGY310 C**
	Mathematics	**M110 B+**		**Sociology for Medicine**	**SOC311 C**
	Use of English	**Ue110 C+**			
1969	**African Studies**	**A210 C+**			
	Chemistry	**C210 C+**	**1972**	**Botany**	**B210 C+**
	Physics	**P200 C+**		**Zoology**	**Z410 B**
	Zoology	**Z210 C+**		**Ecology**	**Z320 B+**
1970 **1971**	**Anatomy(Human)**	**AN310 C+**			
	Pharmacology	**PHM410 D+**			
	Pathology	**PTH410 D**			
	Psychology	**PS451 B**			
	"	**PS452 C+**			
	Microbiology	**MB 410C**			

Comment:- **Awarded B.Sc. Degree, in Biological Sciences.**

M. S. Tambiah

Date:- **17th December, 1973**

M. S. TAMBIAH
[illegible]
DEAN OF NATURAL SCIENCES

Explanation:-

A+ = Distinction A = Distinction B+ = Meritorious
B = Very Satisfactory C+ = Clear Pass C = Bare Pass
D+ - Bare Fail D = Clear Fail E = Worthless
P = Passed Supplementary Examination F = Failed Supplementary Examination

PWM/tmtm
8.5.73.

UNIVERSITY
OF
BOTSWANA, LESOTHO AND SWAZILAND

TRANSCRIPT OF ACADEMIC RECORD.

STUDENT .... NO. 70-743

DATE	YEAR	COURSE	SUBJECT		GRADE
1970/71	I	B.A.(Admin)	Economics	I	B
			English	I	B
			Government & Administration	I	A
			Foundation Studies	(½)	A
			Law A(½)		A
			Law F(½)		B
1971/72	II	B.A.(Admin)	Accounting	I	C
			Administration	II	B
			Economics	II	B
			Economic Stats.	(½)	B
			Government	II	C
1972/73	III	B.A.(Admin)	Administration	III	A
			Economics	III	B
1973/74	IV	B.A.(Admin)	Administration	IV	
			Economics	IV	

(Mr. Setsabi will be writing his final examinations in April,1974)

Success in the Part One Examination in the Second Class, First Division allowed by Senate on the 25th April, 1972.

Completion of the requirements for the Degree of .... - .... confirmed by Senate on the .... - ...., the Degree accordingly being granted in the .... - .... Division.

Date

University of
Botswana, Lesotho & Swaziland
- 9 NOV 1973
SENIOR ASSISTANT
REGISTRAR

REGISTRAR.

(See over for notes.)

ENGLISH LANGUAGE PROFICIENCY REPORT

INTRODUCTION

Workshop participants believe it important to emphasize that tests of English language proficiency do not -- and do not claim to -- measure language aptitude or academic preparedness. Any practice of giving excessive weight to scores on standardized tests of language proficiency, when determining academic admissibility , must therefore be questionned. Admissions decisions must be academic decisions; a foreign student's readiness to enroll in a full-time course of study, on the other hand, should be based on the level of English language proficiency. This reflects the consensus of the participants - admissions officers, counselors, and teachers - who have worked with large number of foreign students admitted to North American universities. In addition, most members of the workshop sub-committee appointed to review this issue have lived and taught in Africa for a number of years, making their personal experiences particularly relevant in this context.

A score on an English proficiency test may have little relation to a student's overall academic ability, which can be ascertained only from more inclusive academic credentials. In the experience of the workshop team, a high score on an English proficiency test does not guarantee that a student will have no language problems, nor does it promise that he will avoid academic difficulties. Conversely, a medium or low score does not foretell scholastic failure, nor does it indicate that a student's academic performmance will differ from that of a high scorer.

In sum, we recommend that scores on English language proficiency tests play no part in the formal admissions process. Such scores may be utilized, with the limitations set forth in the following paragraphs, in determining whether an applicant should enroll immediately, or after a period of intensive language training. The following sections offer suggested guidelines for assessment of language proficiency skills of African applicants.

ANGLOPHONE COUNTRIES

General Recommendation

Students from anglophone African countries presenting the academic qualifications recommended in the preceding chapters of this report can be assumed to be proficient in English, and ready to participate in full-time academic programs. This recommendation applies to both secondary school and university graduates from the anglophone countries considered by the workshop:

- Botswana
- Ethiopia
- The Gambia
- Ghana
- Kenya
- Lesotho
- Liberia
- Malawi
- Nigeria
- Sierra Leone
- Swaziland
- Tanzania
- Uganda
- Zambia

General Comments

Examinations leading to the WASC and the EACE include a compulsory examination in the English Language. A G.C.E. Ordinary level examination is available in English Language. The WASC examination, similar in concept to the others, consists of four sections. Two parts assess the candidate's ability to communicate in various types of writing - argument, explanation of ideas, narrative. A third section tests the candidate's ability to read and understand various types of English prose, requiring him/her to summarize some passages and to answer other objective questions. The fourth section is a test of vocabulary including idioms, figurative usage, and grammatical structure. In addition, all other subject examinations taken by secondary school pupils must be written in English. The person's ability to express himself effectively influences the grade received.

Students whose results on the examination in English Language are lower than those recommended, e.g. a Credit Pass for the WASC, but who have otherwise demonstrated satisfactory academic preparedness, can still be assumed to have the minimum English language proficiency necessary for enrollment in full-time academic programs.

While students from an anglophone African country may have initial difficulty adjusting to English as spoken in the United States and Canada, varying modes of pronunciation and verbal expression do not necessarily indicate a lack of English proficiency, but may be merely the conventions of a different, valid dialect of English. It is important that a distinction be made between stylistic differences and real lack of skill in the use of English.

It may eventually be necessary to revise the foregoing recommendations for certain countries, including Ethiopia, Kenya, Tanzania, and Zambia, where it is stated government policy to gradually replace English with an appropriate indigenous language as the medium of instruction at all educational levels.

FRANCOPHONE COUNTRIES

General Recommendation

Although some U.S. experts may disagree, the majority of workshop participants support the recommendation that students from francophone African countries be admitted solely on the basis of academic qualifications. Enrollment should be contingent upon a satisfactory level of English proficiency. (These guidelines apply only to francophone students who have not had any formal education in an anglophone country). The countries covered by the workshop include:

- Cameroun*
- Dahomey
- Gabon
- Guinée
- Ivory Coast
- Mali
- Niger
- Sénégal
- Tchad
- Togo
- Upper Volta
- Zaire

General Comments

Most students completing *Classe Terminale* have, as a general rule, taken from three to six years of study of English. Most Zairois will have done the same during secondary school.

Special note should be made of the first language studied as an academic subject (listed on the transcript as *Langue Vivante I*), and of the *série* , or academic stream, in which the applicant has been enrolled during the last three years of secondary school. All students are required to take a minimum of one foreign language, as an academic subject, offered from three to five hours per week (out of a total of 29 hours of classwork per week). Those enrolled in *série* A, or the humanities and philosophy stream, tend to study more modern languages (appearing on the transcript as Langue Vivante I,II and III), than do those in the mathematics and science sections.

Those who have studied English tend to be quite knowledgeable about the fundamentals of English structure, grammar, and syntax, but may lack practice in speaking and writing. While these students are not generally ready for immediate full-time enrollment, recognized tests of English language proficiency may be useful in determining readiness. Many students may need intensive language training for a period ranging from two to six months.

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*Cameroun is a bilingual country; thus these recommendations apply only to those attending French speaking schools.

Francophone students who have not studied English during the second cycle of secondary school may require up to two semesters of intensive language training prior to enrollment.

Admissions officers are urged to assess the applicant's need for language training prior to enrollment and to advise the individual prior to his departure for the United States. In the event that the admitting institution does not have language training facilities, admissions officers should make referrals to appropriate institutions and assist the student in applying to such programs. Many universities, for example, may provide this facilitative service by submitting names of candidates to a designated language training center such that registration and other pertinent information can then be sent directly to the individual. English Language and Orientation Programs 1973, published by the Institute of International Education, may be a useful guide to language programs offered at American institutions of higher education.

ENGLISH LANGUAGE PROFICIENCY TESTS

The three most widely used tests of English language proficiency are TOEFL - Test of English as a Foreign Language - ALIGU - American Language Institute, Georgetown University- and the Michigan Test - University of Michigan. Admissions officers not familiar with their design and content, the conditions of administration, or standards for interpreting results, are urged to obtain this information by writing to:

TOEFL
Program Director, TOEFL
Educational Testing Service
Princeton, New Jersey 08540

ALIGU
The American Language Institute
Georgetown University
3605 O Street, N.W.
Washington, D.C. 20007

The Michigan Test
The English Language Institute
University of Michigan
Ann Arbor, Michigan 48104

These tests do attempt to measure language skills, such as those noted in the TOEFL Manual , 1973 edition:*

1. ability to understand spoken English;
2. mastery of important structural and grammatical points in spoken English;
3. command of usage and the meaning of words;
4. ability to read and understand English prose, including the ability to make inferences and draw conclusions;
5. ability to recognize effective style and appropriate usage and diction in written English.

Nevertheless other significant factors may not be measured by these proficiency tests:

1. ability to communicate successfully in spoken English
2. aptitude for rapidly increasing command of a language or dialect where this appears to be necessary
3. the fact that a student, obtaining a low score on such a test, may still have sufficient proficiency to pursue full-time study, especially in certain technical fields not requiring high verbal facility.

In addition to the above, admissions officers should also be aware of certain limitations to American-designed English proficiency tests as administered in some African countries, which will affect the actual scores:

1. Student unfamiliarity with timed and multiple-choice testing

---

* Manual for TOEFL Score Recipients, 1973 Edition.

2. Possible cultural bias of test items and phraseology

3. Problems with acoustical equipment and physical environment

It should also be noted that some applicants may have difficulty in registering for some tests due to factors such as currency exchange restrictions, infrequent administration, or lack of adequate public information about the test and its administrators.

APPENDIX A

WORKSHOP PARTICIPANTS

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